DOCUMENT RESUME

ED 033 495 EC 004 557

TITLE	Curriculum Guide: Educable Mentally Retarded, Elementary Program; Little Rock Public Schools.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Special Education Section.
Spons Agency	Office of Education (DHEW), Washington, D.C.
Pub Date	Sep 68
Note	226p.
EDRS Price	EDRS Price MF-$1.00 HC-$11.40
Descriptors	Basic Skills, *Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Handwriting, Instructional Materials, Intermediate Grades, Interpersonal Competence, Language Arts, Mathematics, *Mentally Handicapped, Prevocational Education, Primary Grades, Reading, Sciences, Self Concept, Teaching Methods

Abstract

A guide for the special education instructional program gives directions, scope and sequence, subject matter skills, and teaching suggestions for educable mentally retarded elementary students. At the primary level, activities are centered around readiness materials, motor and sensory training, personal hygiene, habit training, speech improvement and emotional control. Activities at the intermediate level concern subjects in the basic areas (reading, phonics, English, writing, spelling and mathematics). Activities, materials, and resources are given for a developmental science program with units in safety, health, food, clothing, communication, weather, transportation, earth, plants, animals, birds, and insects. Diagnostic reading vocabulary lists and math placement tests are included. A bibliography includes lists of publisher's addresses and curriculum guides. (WW)

0033495

CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

• Elementary School Program •

• LITTLE ROCK PUBLIC SCHOOLS •

This guide is an initial effort by the Special Education Section of the State Department of Education to offer some structure and sequence to the teaching of special education in public schools in the State of Arkansas.

It was not the purpose of this guide to give each teacher a daily lesson plan. The intent was to offer a sequential program of basic skills and a possible teaching activity to accompany the skill area.

Hopefully the teachers will use this guide to evaluate their own teaching and to borrow any of these ideas which seem appropriate.

Continuous evaluation will be made of the guide itself and we will be happy to receive your comments.

Tom J. Hicks
Director of Special Education
State Department of Education

ED033495

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

ELEMENTARY PROGRAM

LITTLE ROCK PUBLIC SCHOOLS

September 1968

This guide was published through grant #060-01A-02-000-001
provided by Title VI of the Elementary and Secondary Education Act
and the Arkansas State Department of Education, Special Education Section,
Little Rock, Arkansas.

BOARD OF EDUCATION

Dr. Edwin N. Barron, Jr., President

Winslow Drummond

W. R. Meeks

T. E. Patterson

Daniel H. Woods

Charles A. Brown

Jim L. Jenkins

Floyd W. Parsons, Superintendent

Paul R. Fair, Deputy Superintendent

John Fortenberry
Assistant Superintendent -- Instructions

William H. Fowler
Assistant Superintendent -- Personnel

Floyd A. Langston
Assistant Superintendent -- Business

Don R. Roberts
Assistant Superintendent -- Research and Pupil Personnel

P R E F A C E

It was just a few decades ago when public schools were responsible for educating only the intellectually elite. There was an automatic screening process on the part of parents that went something like this: "Joe is making all A's and may become a doctor or a lawyer or a teacher, so let's allow him to continue in school. Sam is making a fair record and may be able to succeed in business; therefore, he should remain in school. But alas! There is poor Willie who fails all of his subjects anyway; let's take him out of school and use him to help with the farm work."

This philosophy has changed and we are glad that it has! Schools are now responsible for educating all children - the superior, the average, the less-than-average.

This curriculum guide is designed to implement the educational programs of those many pupils who have properly been classified as less-than-average. Its purpose is to assist teachers in identifying, understanding, appreciating, and helping these particular students.

We gratefully acknowledge the financial assistance under Title VI that was granted through the State Department of Education. We express our appreciation to Mrs. Butler, Mr. Blessing, the visiting consultants, and the many teachers who developed this guide. We believe that its proper use on the part of teachers will materially improve our program of special instruction for the below-average child.

Sincerely,

Leonard W. Lawson

F O R E W O R D

Special instruction for educable mentally retarded children and youth is an important part of a well-rounded educational program. To properly identify these mentally retarded pupils and place them in special classes with well-trained and understanding teachers, with curriculum and program guidance, is a basic public school responsibility.

It is the purpose of this curriculum guide to give direction, scope and sequence, subject matter skills and teaching suggestions for the Special Education instructional program. The final result will be a greater possibility for a more adequate program of instruction so that educable mentally retarded pupils may have the opportunity to progress at their learning rates and to the fullest extent of their potentials.

New concepts, theories and innovations are constantly arising in the education of mentally retarded pupils. As these new developments come upon the educational horizon, they must be evaluated and subsequently incorporated into the program if it is deemed that they will increase the effectiveness of the teaching-learning program.

This curriculum guide is a teaching framework from which the teacher develops her lesson plans. Teachers are encouraged to be creative and imaginative in the use of this guide, to use appropriate teaching aids and audio-visual materials to enrich lesson presentations.

As this publication is used, supervisors and teachers will be able to make improvements and refine various aspects of the guide and incorporate into it in subsequent revisions.

May the teachers, supervisors and consultants who helped to develop this curriculum guide be rewarded by the improved program of education for mentally retarded children.

John Fortenberry

John Fortenberry
Assistant Superintendent of Instruction

ACKNOWLEDGEMENTS

We appreciate the guidance and assistance of Dr. Frances A. Scott, Professor of Special Education, University of Georgia; Dr. Oliver P. Kolstoe, Professor of Special Education, Colorado State University; Tom J. Hicks, Director of Special Education, Arkansas State Department; Robert C. Hope, Supervisor, Arkansas Rehabilitation Service; Mrs. Ruth A. Edgington, Educational Consultant, Child Guidance Center.

COMMITTEE MEMBERS

Mrs. Elsie Butler
Supervisor of Special Education
Little Rock Public Schools

Don Blessing
Assistant Supervisor of Special Education
Little Rock Public Schools

Mrs. Grace Dupree
Supervisor of Home Economics
Little Rock Public Schools

Andy Aldridge
Director, Federal Programs
Little Rock Public Schools

Lamar Deal
Director, Special Projects
Little Rock Public Schools

Valuable contributions to this curriculum guide were made by many and we wish to acknowledge the following:

Mrs. Dolly Banks	Teacher	Granite Mountain
Mrs. Thelma Becton	Teacher	Booker Junior High
Mrs. Ruth Bonnick	Teacher	Dunbar Junior High
Mrs. Portia Burnett	Teacher	Dunbar Junior High
Mrs. Ellen Carpenter	Teacher	Washington
Mrs. Shirley Dodd	Teacher	Southwest Junior High
Miss Kathleen Dorsey	Teacher	Carver
Mrs. Lenora Dyer	Teacher	Mann High School
Mrs. Lena Emery	Teacher	Retired
Miss Mary Foster	Teacher	Albany, Georgia

Mrs. Minnie Halliburton	Teacher	Gibbs
Mrs. Nannie Hawkins	Teacher	Mitchell
Mrs. Maxine Hines	Teacher	West Side Junior High
Mrs. Jo Ann Hurley	Teacher	Pulaski Heights Junior High
Mrs. Norma Johnson	Teacher	Henderson Junior High
Mrs. Charlotte Kaufman	Teacher	Lee
Mrs. Imogene Land	Teacher	West Side Junior High
James Matthis	Teacher	Mann High School
Mrs. Mary Mitchell	Teacher	Mitchell
Mrs. Eugenia Moore	Teacher	West Side Junior High
Mrs. Nell O'Neal	Teacher	Arkansas School for the Blind
Mrs. Ruth Nelson	Teacher	Retired
Mrs. Faye Norwood	Teacher	Centennial
Mrs. Joyce Ray	Teacher	Franklin
Mrs. Allena Scott	Teacher	Garland
Mrs. Catherine Simmons	Teacher	Carver
Mrs. Carmelita Smith	Teacher	West Side Junior High
Mrs. Carolyn Stout	Teacher	Metropolitan High School
Mrs. Margaret Suitt	Teacher	Meadow Park
Miss Robbie Thomas	Teacher	Central High School
Willie Thompson	Teacher	Mann High School
Miss Rita Weny	Teacher	Henderson Junior High
Mrs. Anita Williams	Teacher	Booker Junior High
Mrs. Mary J. Williams	Teacher	Stephens
Mrs. Hazel Wilson	Teacher	Pfeifer
Mrs. Mildred Works	Teacher	Dunbar Junior High
Robert Wright	Teacher	Metropolitan High School

TABLE OF CONTENTS

PHILOSOPHY 9

OBJECTIVES 10

ORGANIZATION OF THE GUIDE 11

PRIMARY LEVEL OBJECTIVES 14

PERSONAL, SOCIAL, PRE-VOCATIONAL DEVELOPMENT-Primary . 15

READING VOCABULARY INVENTORY 25

READING INSTRUCTIONAL LEVELS 35

READING

Pre-Reading 45

Pre-Primer 55

Primer 63

Grade 1 67

Grade 2 73

PHONICS INVENTORY 77

PHONICS - PRIMARY 79

LANGUAGE - PRIMARY 81

WRITING 87

SPELLING 91

COLOR INVENTORY 95

ARITHMETIC INVENTORY 96

MATHEMATICS - PRIMARY 105

INTERMEDIATE LEVEL OBJECTIVES 118

PERSONAL, SOCIAL, PRE-VOCATIONAL DEVELOPMENT-Int. . 119

READING, GRADE 3 131

READING, GRADE 4 135

PHONICS - INTERMEDIATE 139

ENGLISH - INTERMEDIATE 141

WRITING 149

SPELLING 151

MATHEMATICS - INTERMEDIATE 155

ELEMENTARY SCIENCE

Safety 167

Health 173

Food 179

Clothing 185

Communication 189

Weather 197

Transportation 201

Earth 205

Plants 211

Animals 215

Birds 219

Insects 221

BIBLIOGRAPHY 223

GENERAL PHILOSOPHY FOR EDUCABLE MENTALLY RETARDED

Current philosophies of education reflect the idea that all children are entitled to education with the opportunity to develop to the limits of their individual capacity. In this respect education for the mentally retarded differs not at all from education for any group of children. The goals remain the same: to teach the individual to make wise use of his capabilities and to become a useful and contented member of his social group. Regardless of the scope of the group to which he belongs, the aim is always to allow him to become a better and more efficient member of his social milieu.

In analyzing the concept of social competence, self-expression and self-control are the primary traits of outstanding importance. To be capable of expressing one's ideas in work and play, to individuals and to groups, is a necessary requisite for happiness and efficiency. More important, however, is the ability to control one's self in accordance with socially accepted standards of behavior. Self-expression without self-control leads to chaos and confusion. With all the need for the child to express himself, it should not be forgotten that unless at the same time he learns the self-discipline to control himself, he will not have fulfilled his capabilities.

If the retarded child is to assume a place in the community with a measure of self-reliance and self-respect, it becomes necessary for education to provide training for some participation in productive work and to plan teaching procedures and objectives to correspond with his needs, interests, abilities and limitations. Underlying any curriculum adjustment is this basic philosophy.

GENERAL OBJECTIVES

The education of the Educable Mentally Retarded differs from that of average children only in the reduction of emphasis placed upon academic achievement, and additional emphasis placed upon the development of personality and adequacy in occupational and social areas. These children can only achieve these goals with proper instruction and training. Educational skills are used for attaining the maximum in social and vocational development.

These skills can develop best through the following specific objectives:

1. To develop the ability of the child as far as possible; to enable him to use academic skills and tools in daily life
2. To help the student acquire good work habits and attitudes in school which will serve him throughout life
3. To develop social responsibility and citizenship
4. To provide an appropriate curriculum with proper guidance for vocational training and job placement
5. To develop in each student social maturity and emotional stability directed toward a vocational proficiency in order that he may take his rightful place, in a functional way, in the home and in the community
6. To achieve these objectives, we must use a variety of educational methods: concrete materials, appraisal devices, and teaching aids.

PROGRAM FOR EDUCABLE MENTALLY RETARDED

Provisions are made for the Educable Mentally Retarded in the Little Rock schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course for obtaining full-time employment. Under the Arkansas plan for special education, public schools can provide classes for educable mentally retarded students from the ages of six to twenty-one. According to state standards 5 is the minimum enrollment for a special class for the educable mentally retarded and 15 is the maximum enrollment. A psychological evaluation and a physician's certificate is required for every child enrolled in special education.

The Little Rock Public Schools provide an educational program for the Educable Mentally Retarded students who have needs which cannot be met adequately in the regular classroom. This program extends through the total school organization, providing training necessary for each student to reach his potential: physically, mentally, emotionally and vocationally and thus to live with dignity and a feeling of personal worth. Our goal is to provide a curriculum that is challenging but within the child's capacity to achieve.

PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
CA 6,7,8,9,10	CA 10,11,12,13	CA 13,14,15,16	CA 15,16,17,18+
MA 3 to 7.5	MA 5 to 9	MA 6.5 to 11+	MA 7.5 to 12+
RL 0 to 2.0	RL 1 to 4.5	RL 1 to 6+	RL 2.5 to 7+
BASIC SKILLS	BASIC SKILLS	BASIC SKILLS	BASIC SKILLS
1. Social, Personal, and Pre-vocational Development	1. Social, Personal, and Pre-vocational Development	1. Social Studies	1. Social Studies
2. Language Arts	2. Language Arts	2. Functional English	2. Functional English
Reading Readiness and Reading	Reading Readiness and Reading	Reading	Reading
Phonics	Phonics	Spelling	Spelling
Language	Language		
Writing	Writing		
Spelling	Spelling		
3. Number Concepts	3. Mathematics	3. Functional Mathematics	3. Functional Mathematics
Pre-Mathematics	4. Science Units	4. Functional Science	4. Functional Science
		5. Pre-Vocational	5. Pre-Vocational
CORRELATED	CORRELATED	ELECTIVE COURSES	ELECTIVE COURSES
Art	Art	Art Band Music	Art Band Music
Music	Music	Physical Education	Physical Education Sports
Physical Education	Physical Education	Industrial Arts	Driver Education Trades
		Home Economics	Home Economics Typing

There will be three books. Elementary Book includes Primary and Intermediate; Junior High Book; Senior High Book.

PRIMARY LEVEL OBJECTIVES

C.A. 6 - 10
M.A. 3 - 7.5

At the beginning level of formal schooling, the foremost objective is to provide the child with a sense of security within the school and classroom. This aim is accomplished through the utilization of tasks set at his level of physical and mental accomplishment. Activities are centered around readiness materials, motor and sensory training, personal hygiene, habit training, speech improvement and emotional control.

Specific objectives to be developed at this level are:

1. To stimulate the desire to learn
2. To establish good work habits
3. To develop social competence
4. To promote a feeling of adequacy and belonging for each child
5. To help each child develop socially acceptable behavior patterns
6. To help the child develop a sense of responsibility for himself, his peers, and his community.

PERSONAL, SOCIAL, AND PRE-VOCATIONAL DEVELOPMENT - Primary

BASIC SKILLS	BOOKS AND MATERIALS
Social and personal development provide the foundation from which other learnings and skills are developed. Of primary emphasis in this area is an understanding of the child's self as it relates to the home, family and school. Activities should be structured around readiness materials, motor and sensory training, personal hygiene, habit training, language development, speech improvement, and emotion control. The child should be guided to develop the ability to become an acceptable member of the group through proper conduct and respect for the rights of others. I. Emotional Stability A. Identification of self 1. Know his full name, address, phone number and age 2. Recognize his name in print 3. Locate body parts	Peabody Language Development Kits Record album: "Body Concepts"
B. Self confidence (analyze results of child's inventory) 1. Begin with those tasks which child has demonstrated he can do successfully. 2. Teach child one new task or skill until mastered 3. Supervise child in performance of new tasks or skills 4. Assign new task to be completed independently C. Self worth 1. Emphasize with child his success 2. Let child analyze his own performance; point out his own errors and correct them. 3. Let child help another child who is working on a task which he has just mastered. 4. Help child recognize that mistakes are a part of learning; that we all make mistakes. D. Courtesy and consideration of others 1. Taking turns	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Emotional Stability **A. Identification of self** **1. Daily introduction: child give full name, age, address, and phone number, or play "The Name Game."** **2. Print name tags on desk, coat hangers and other personal belongings. Copy full name on all work.** **3. Game--finding body parts on command. Example: Point to your head, shoulders, heels, etc. Record album: "Body Concepts"** **B. Self-confidence** **1. Graded activities--beginning with easy levels so as to allow experiences of success** **2. Allow practice in areas such as fire drills, lining up for recess and performance in lunchroom situation.** **3. Supervise above activities until mastered.** **4. Practice performing task independently.** **C. Self-worth** **1. Repeated discussion activities and play so as to enable each child to become aware of his own self worth.** **2. Games and finger play to promote awareness of self** **3. Let child be "teacher's helper"** **4. Allow specific times for discussions between teacher and pupil.** **D. Courtesy and consideration of others** **1. Take turns: in forming lines, being leaders of lines, seating arrangements, and sharing experiences.**	Teacher-prepared lists Teacher-prepared charts Name tags for each child and his desk Record album Filmstrips: F 801-1 "Learning to be Unselfish" 224-2 "Share the Ball" 777-2 "Consideration of Others" Society for Visual Education, Inc. 1345 Diversay Parkway Chicago, Illinois 60614

BASIC SKILLS	BOOKS AND MATERIALS
2. Learning to say, "Please, thank you, I'm sorry."	
3. Learning the difference between "tattling" and "reporting."	
II. School	"Following Directions," Barnell Loft, Ltd
A. Learn teacher's name .	"Practice Sheets," Allyn Bacon
B. Learn names of classmates.	Story books: Blough, Glenn, Who Lives in This House?
	Baker, Laura, Friendly Beasts
C. Recognize other personnel and their duties	Gesiel, Theodor, Cat in the Hat
D. Orient to school and its facilities	Kahl, Virginia, Habits of Rabbits
1. Learn location of classroom 2. Learn location of rest rooms, auditorium, cafeteria, playground, office, library, and other classrooms.	
E. Adjust to:	Our School, Allyn Bacon
1. Classroom members 2. Small groups 3. Other individuals (friendly or unfriendly) 4. Learn to follow school and classroom rules of behavior.	Barr, Jere, Good Morning, Teacher
5. Learn to recognize and accept authority of school personnel (as in place of parents).	
F. Responsibility in classroom	
1. Put away coats, etc.	
2. Care of own desk and supplies 3. Returning supplies to correct places.	
G. Develop good work habits.	The Little Red Hen to be read to children
1. Stay at work station. 2. Begin work promptly. 3. Work without interrupting others. 4. Complete assignments. 5. Clean up after each job.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Role playing 3. Dramatize tattling and reporting II. School A. Teacher have name on her desk, chalkboard, to identify herself to children B. Alphabetize list of children's names on chart tablet Play games with name cards. Return corrected papers. C. Introduce janitor, maid, principal, secretaries. Role-play duties of personnel D. Tour school building, grounds, cafeteria, rest rooms, and other classrooms. 1. Draw or make map of school; label location of auditorium, cafeteria, playground, etc. E. Adjustment 1. Encourage children to work together 2. Assign small groups to work in art projects, games, physical education 3. Discuss friendly individual, unfriendly. Discuss why we like both individuals. 4. Explain school and classroom rules clearly and repeatedly. Encourage group discussion and questions. 5. Visit school principal, nurse, secretary, cafeteria director, and other teachers; discuss their positions, etc. F. Encourage children to discuss classroom membership responsibilities 1. Assign some duty or responsibility to each child to include: distributing books, sharpening pencils, erasing chalk board, care of classroom materials and coat room. 2. Specific "Clean up time" 3. Monitor appointed to put up supplies G. Develop good work habits 1. Make definite assignments in academic, housekeeping and play areas. Check carefully to see that all such tasks are completed and corrected if necessary. Praise completed task. 2. Games: "Beat the Clock", "Stop and Start"	Resource persons: Principal, janitor, secretaries, maid, cafeteria workers Bulletin board: List of "School Rules" Display drawings, posters or pictures of the school and its members. Filmstrips: 567-3 "Let's Get Ready for School" 228-2 "A Day at School" Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614

BASIC SKILLS	BOOKS AND MATERIALS
III. Family A. Knows own name and names of members of his family. B. Recognizes duties of family members.	
IV. Health A. Care of hands, nails, teeth, hair, clothing, regular bathing, toilet B. Pride in personal appearance and good posture C. Need for balanced diet, sufficient rest, recreation, and exercise	Blue Skies, American Book Company Come Rain, Come Shine, American Book Company Health and Safety for You, Jenn and Company
V. Safety A. To and from school B. While crossing a street C. In the halls, classrooms, cafeteria, restrooms D. During a fire drill E. On the playground F. In the event of an accident G. In the community	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. "Work time is quiet time" 4. Relay races to finish assignments 5. Assign "Clean up time"	
III. Encourage Children to Discuss Family Membership and Responsibilities.	Correlated teacher-made and commercial charts
A. Display word lists of names of family members for incidental vocabulary learnings.	Toy doll house and assorted furniture
B. Collect pictures and/or snapshots of family members for discussion. Draw, color, or collect simple pictures of home, family, and pets. Compile in scrapbook or individual booklets.	Magazines for pictures of family
IV. Prepare vocabulary list to include: bath, brush, comb, face, food, hair, handkerchief, mouth, nails, teeth, wash, etc.	Peabody Language Development Kit, Level 1, Lesson 9
A. Assign committees for daily health inspection of hands, nails, face, hair, clothing and bathroom hygiene.	Films: "Beginning Responsibility: Doing Things for Ourselves in School" "Beginning Responsibility: Rules at School" "Our Class Works Together" "Eat Well, Grow Well" "Joan Avoids a Cold" "Safety After School" Coronet Instructional Films 65 E. South Water Street Chicago, Illinois 60601
B. Daily inspection by student monitors to include: neatness in coat room, student desks, book shelves and cabinets	
C. Plan simple menus, and discuss their practical value.	
V. Tour school grounds to acquaint students with street signs, traffic lights and street crossings.	
A. Demonstrate safety in crossing a street.	
B. Visit school traffic guards or safety patrol students; construct "Traffic Lights."	
C. Make a list of safety rules and proper conduct in halls, classrooms, cafeteria, restrooms.	
D. Practice fire drills.	
E. Discuss safety on the playground. Make a list of good habits on playground.	
F. Establish a simple procedure for children to follow in the event of an accident.	
G. Visit neighboring merchants.	

PERSONAL, SOCIAL, AND PRE-VOCATIONAL DEVELOPMENT - Primary

BASIC SKILLS	BOOKS AND MATERIALS
H. In the event he is lost	
VI. Awareness of the Community and its Heritage	Meet Our Friends, Bobbs Merrill
A. Beginning map skills: home and lot, school plant grounds	Our Neighborhood, American Book Company
1. Immediate home neighborhood 2. School neighborhood 3. Basic community 4. County 5. State, U. S. A.	Holiday Stories, The Instructor Time and Poetry, Arbuthnot
B. Knowledge of vocational facilities within the neighboring community	
C. Learning the Pledge of Allegiance and method of giving	
D. Knowledge of important national holidays	
E. Learning how to contribute to the betterment of the community	
1. Participation in school activities 2. Participation in Scouts	
VII. Pre-vocational Competencies	Peabody Language Development Kit, Level 1
A. Knowledge of occupations. Know that:	Stories About Linda and Lee, Ginn
1. Parents work 2. Other people work 3. People may help others and give service through their work	Stories About Sally Peter's Family, Scott Foresman
B. Early pre-vocational skills	Someday Soon Five in the Family
1. Can count up to three 2. Can distinguish differences in shapes and sizes	Work Around the World, Silver Burdett
3. Can distinguish different colors	
4. Know names of common household and classroom items 5. Make personal needs known through speech	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
H. Discuss procedure for contacting police or fire department.	
VI. Field Trips into Neighboring Community	
A. Draw maps of the home, school, and community. 1. Make booklet of immediate home neighborhood. 2. Build store neighborhood. 3. Read stories about community.	
B. Relate classroom chores and routines to community jobs and services. Field trips to factories, stores, etc.	
C. Include Pledge of Allegiance in the daily activities. Discuss and explain the words of the Pledge. Knowledge and recognition of our flag	
D. Include holiday art work, stories, and poems for listening in individual and group participation to include some important holidays: Hallowe'en, Thanksgiving, Christmas, Valentine's Day, and Easter.	
VII. Pre-vocation Competencies	
A. Knowledge of occupations 1. Discuss the occupations of parents and people the children know. 2. With pictures, picture charts and workbooks, show the children the many ways people work for a living. 3. Make list of the many people who serve in the community: policeman, fireman, postman, teacher, doctor, service station operator, etc. 4. Have children play the roles of various occupations.	Peabody Language Development Kit, Level 1, Lesson 5
B. Early pre-vocational skills 1. Count children and objects in the room. Count as child bounces a ball. 2. With a collection of small objects such as: small blocks, balls, boxes, etc., compare sizes and shapes. Do the same with pictures. Collect pictures of things that are round, square, etc. 3. Play matching games with color cards. Have a box for collecting red objects, blue objects, and other colors. 4. Identify and label objects in the classroom.	Magazine pictures of common household items

BASIC SKILLS	BOOKS AND MATERIALS
C. Early habits for future vocational placement 1. Realize difference between his property and others 2. Has respect for property of others 3. Takes care of personal needs--goes to bathroom 4. Is helpful to teacher and others 5. Can play safely 6. Can take care of own toys and school equipment D. Work habits 1. Listen to directions 2. Begin job promptly 3. Work alone or cooperates without bothering others 4. Completes job as assigned 5. Clean up after each job 6. Return all materials, equipment to their assigned places	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Stress the importance of the care of other people's property as well as one's own. Give children small tasks to perform in the classroom and encourage children to help one another when there is a need.	
D. Give child one simple direction, such as: "Please clear your desk." Add additional clear concise directions gradually so as to reach 3 distinct directions. "Please get your coats from the closet." "Please form a line and we will go out." Increase number of instructions only as child is able to master them individually. Gradually include simple errands such as: "Please take this book to the office." (See G, develop good work habits)	

Instructions for Administering Reading Inventory

I. Basic Reading Vocabulary

A. Have two copies of Basic Word List I - one for child and one for teacher.

B. On copy teacher holds, in upper right hand corner write full name of child to be tested and the date of testing.

C. Ask child to read the words aloud as well as he can.

D. Record errors, confusions, and omissions with red pencil as below:

Interpretation

drum	- DK	Child did not know drum.
ball	- bell	Child called ball - bell.
bed	- red	Child called bed - red.
big	- pig, big	Child called big - pig, then corrected himself and said big.
come	-	Child omitted come.

E. If child consistently spells out words he is not sure of, mark words so spelled with s.

F. Administer to point where child gets nearly all words wrong. With child having a very limited vocabulary, this may be only to the end of column one, in List I, since words in each separate list are arranged alphabetically and not in order of difficulty. Draw horizontal line after last word administered. Use the scrambled list with children that have been tested previously on the alphabetized list. Use the same list at the end of the year that you used at the beginning of the year.

Pre-Primer Vocabulary List (1-A)

a	look
airplane	may
and	me
at	Mother
ball	my
big	not
blue	play
can	red
come	ride
come	ride
Daddy	run
down	said
Father	see
for	somethi
go	talk
here	the
I	to
in	train
is	we
it	with
little	you

Primary Vocabulary List - 1B

all
am
around
ask
away
be
bigger
birthday
boat
book
bow-wow
box

boy
but
came
car
cat
chicken
cow
day
did
do
dog
doll

duck
eat
farm
find
fun
get
girl
going
good
good-by
grandfather
grandmother

had
happy
has
have
he
hello
help
hen
house
into
jump
kitten

laugh
like
look
make
may
mew
mouse
new
no
now
of
on

one
out
pet
pig
please
pony
pretty
put
quack
rabbit
ran
saw

school
she
street
surprise
tail
thank
then
there
they
this
three
too

tree
two
up
wagon
want
was
went
what
where
white
who
will

yellow
yes
your

First Vocabulary List - 1C

about
afraid
after
again
an
animals
another
apples
are
as
asked
ate

baby
back
bag
basket
bat
bear
bee
before
began
bird
black
blow

brown
bump
bush
by
call
catch
chair
circus
coat
cold
color
corn

could
cried
dinner
don't
door
dress
drop
Easter
egg
every
everyone
everything

everywhere
far
fast
fat
feet
fell
fish
five
flew
flower
fly
found

four
fox
friend
from
funny
garden
gate
gave
give
goat
gold
got

green
ground
guess
hair
hat
hay
head
hear
heard
helped
her
hide

hill
him
his
home
honey
hop
horse
how
hungry
hurry
if
just

know
leave
let's
light
line
live
long
lost
made
man
many
mend

met
mitten
morning
Mr.
Mrs.
must
name
need
nest
never
next
night

nose
oh
old
once
open
other
our
over
party
pat
peanuts
penny

pick
picnic
pocket
prize
pull
puppy
push
race
rain
road
robin
roll

sand
sang
sat
shall
shoe
show
sing
sit
sky
sleep
snow
so

some
soon
splash
spring
squirrel
stand
stay
stood
stop
store
summer
swim

take
tell
that
their
them
think
thought
time
tomorrow
took
town
toy

tried
truck
under
us
very
walk
warm
water
way
wee
week
were

why
wiggle
wind
wish
woman
work
would
yard

2-A Vocabulary List

above
across
air
almost
alone
along
always
any
anything
balloon
bang
barn

because
bed
been
behind
bell
bedside
best
better
Bob
both
bottle
bounce

breakfast
bring
brother
brought
bug
build
burn
bus
busy
buy
buzz
cage

cake
calf
cap
car
care
caught
cent
city
clang
clean
climb
clothes

corner
country
county
cross
cut
dance
didn't
dig
disappoint
dishes
does
donkey

each
early
ears
enough
even
ever
eye
face
fall
family
fence
field

fill
fire
first
floor
forget
frog
front
full
game
glad
gone
goose

grow
hall
hand
happen
held
hide
high
holding
honk
hope
hurt
I'll

I'm
isn't
I've
keep
kind
knew
lamp
last
letter
lettuce
lion
men

milk
miss
money
monkeys
more
most
mountain
move
much
near
neighbor
nice

noise
nothing
number
off
or
own
pail
pan
paper
parade
paw
people

picked
piece
place
plant
present
pulled
radio
railroad
read
ready
right
roof

room
round
running
sad
Saturday
say
second
seed
seen
sell
send
seven

sheep
shook
should
shout
shovel
side
sign
silly
sister
sitting
six
smell

sorry
spot
stand
start
station
step
still
story
suck
suit
table
talk

teacher
telephone
ten
tent
than
these
though
through
tie
tired
today
together

told
top
trouble
try
turn
turtle
umbrella
uncle
until
use
visit
wait

watch
wear
well
which
window
winter
wonder
wonderful
won't
wood
word
write

2-B Vocabulary List

able
across
afternoon
ahead
almost
alone
barked
beautiful
believe
between
biggest
blew

bought
branch
bread
bright
bringing
camel
candy
can't
captain
care
carry
chatter

clock
clown
cook
crack
cream
dancing
dark
dear
doesn't
dollar
drink
elevator

empty
ending
engine
farmer
fasten
feather
fiddle
fifty
fine
flash
flour
follow

food
foot
friend
grass
gray
great
grew
hammer
handle
happened
hard
hardly

heavy
higher
himself
hole
horns
hot
ice
isn't
its
join
joke
kinds

kitchen
knock
lady
laid
large
late
lay
learn
left
leg
listen
loud

lucky
lunch
mayor
mean
might
mile
minute
moving
music
nail
neck
net

o'clock
often
only
park
part
picking
picture
paint
policeman
pond
poor
pot

proud
queer
quick
quiet
ranch
reach
real
remember
rest
river
rode
rope

rub
same
seem
shine
shoemaker
short
sheet
sick
slow
smaller
smile
sound

spot
stair
started
steel
stepped
stone
storm
straight
strange
supper
sure
swing

tall
those
tip
treasure
tricks
trot
twelve
twin
village
vine
voice
wade

wash
wave
west
wet
wheel
whistle
wide
wife
win
wing
wise
world

worm
year
you'll
young

3-A Vocabulary List

able
act
adventure
afternoon
against
ago
also
among
angry
answered
appeared
arm

arrow
asleep
bad
band
bank
barking
bath
battle
became
become
begin
believer

belong
below
bicycle
bike
block
blossom
blow
board
body
bottom
bow
bowl

brave
breadth
breath
brick
bridge
broke
buffalo
built
cabin
calves
carve
cattle

cave
certain
change
chase
cheer
cheerful
chief
child
chimney
chipmunk
chocolate
class

clever
cliff
closet
cloth
cloud
coach
coasting
company
course
cover
coyote
crawl

crept
crow
crowd
cub
danger
daughter
dawn
decided
deep
deer
desert
desk

different
dip
direction
disappear
discover
dive
done
dragon
draw
dream
dressed
drift

drive
driver
drove
drum
dry
dusty
earth
easy
edge
eight
either
elephant

else
enemy
enjoy
evening
excited
exclaim
fair
fallen
farther
fawn
feathery
feed

feel
felt
few
fierce
final
finger
finish
flipper
fog
forest
forgot
forth

forward
frame
free
frighten
fruits
fur
gallop
gather
gentle
gift
giraffe
glass

gold
grab
grind
guard
gum
half
hallway
hang
hardly
heel
herd
hid

higher
hit
hitch
hollow
hour
hundred
hung
hunt
I'd
ideal
important
inn

instead
interest
jar
jelly
juice
jungle
kept
kettle
king
knee
ladder
lake

land
lead
leader
lean
leap
led
lesson
lick
life
log
lonely
lot

love
lower
luck
magic
mail
main
maple
market
marsh
mat
matter
meal

means
meat
meet
merry
mice
middle
mix
moccasins
moments
month
moon
mud

3-A Vocabulary List - Cont'd.

mule
nailed
needle
nibble
nine
ocean
orange
owl
oxen
paddle
paint
palace

pass
patch
pay
pepper
perhaps
pile
pin
pipe
plain
plan
plate
plenty

pointed
pole
polite
pop
porch
porcupine
post
potatoes
pound
pour
prairies
pretend

princess
probably
proudly
puff
purple
purr
queen
question
quite
raccoon
raised
rang

rattle
return
ribbon
rid
ring
ripe
roar
roast
rock
rolled
root
rose

row
rug
rush
safe
sail
salt
save
scamper
scared
scatter
scratch
sea

seals
seat
seaweed
secret
seller
sent
set
sew
shake
share
sharp
shell

ship
shirt
shoot
shore
sight
signal
silk
silly
silver
since
single
sir

skin
skip
slap
slide
slippery
slowly
smallest
smoke
smooth
snapped
sneeze
sniff

soap
soft
soldier
son
soup
spark
speak
spoke
star
state
steep
stick

stir
stove
straight
straw
stream
stretch
strike
string
strong
stuck
such
sudden

suppose
swallow
swam
sweet
swinging
tank
taught
teach
teams
teeth
terrible
thick

thin
third
thirty
thousand
thread
threw
throw
tiger
tight
toe
tongue
touch

toward
trade
trail
travel
tribe
trip
true
trunk
ugly
understood
unhappy
usual

vacation
vegetables
wag
wall
wander
weather
we'll
whirl
whisker
whisper
wick
wild

witch
wolf
women
wool
wore
worry
worse
wrong

3-B Vocabulary List

add	butcher	continued	favorite	howl
age	butter	cool	fear	hug
agree	button	corral	feast	huge
alarm	calendar	cost	fed	husband
allow	camp	cottage	felled	imagine
already	candles	count	fellow	immediately
although	cart	cousin	fight	impossible
apron	case	creature	fit	inches
arrive	castle	curious	fix	indeed
ashamed	cellar	curtain	flag	inquired
ashes	certainly	customers	flames	insects
attention	chain	darted	flopped	insisted
autumn	chance	dead	fold	intend
baggage	charge	decorated	fond	invited
bait	cheeks	delicious	fool	I've
baker	cheese	delighted	forward	jail
bare	chew	deliver	gasped	jerk
batter	choose	disappointed	glow	jolly
beast	chose	distance	goodness	journey
beat	Christmas	doctor	grain	joyful
beg	chuckle	drew	grand	judge
begun	church	dug	greet	kick
bend	claw	during	group	kill
berry	clear	eager	growl	knife
bite	cliff	earn	gull	lad
blanket	close	engineer	gun	lamb
blaze	clover	enter	harbor	language
bone	coach	escape	harm	lap
born	coal	exactly	hatch	lazy
bother	coconut	except	heart	least
bounce	collar	excitement	heat	leather
break	colt	excuse	hedge	less
breeze	comfort	expect	hero	lie
bunch	comfortable	explain	holidays	lift
bunk	common	fail	hoof	lip
business	cone	famous	hook	load

3-B Vocabulary List - Cont'd.

lock
loose
lose
lying
managed
marry
master
match
mate
meadow
meant
measure

melt
message
mind
mine
mirror
model
mystery
narrow
neat
neither
nickel
nod

none
nonsense
nor
north
noticed
offer
office
oil
order
pack
package
page

paid
pair
pant
parents
parrot
passengers
pasture
path
peddler
peek
pen
perch

pie
pleasant
plow
poke
possible
practice
praised
prepare
president
prince
promise
rapidly

rat
rather
realized
reason
remain
repeated
replied
rich
rosy
rule
sack
saddle

sailor
sauce
scold
scramble
scream
search
season
selfish
servant
settle
several
shade

shadow
shape
shapeless
shelf
shone
shot
shoulder
shower
shy
sigh
silence
silent

skate
slap
slept
slip
snake
soap
sold
song
space
sparkle
special
speed

spend
spent
spider
spill
spin
spoil
spray
spread
square
squeal
stage
stare

starve
steal
steam
steer
stocking
stool
streak
stripe
stubborn
stump
stupid
sugar

suggestion
surface
sweep
tale
taste
tear
themselves
ticket
tight
till
tiny
tool

torn
toss
tower
tracks
trap
tremble
trousers
trumpets
truth
tumble
tune
tunnel

turkey
twenty
valley
visitor
wade
wake
warned
weak
weave
weep
whip
whole

whose
wink
worth
wrap
wrote
yesterday
yet

4th Vocabulary List

aboard
accident
ache
acre
admire
adobe
adventure
aim
alligator
amazed
anchor
anger

annoy
anxious
approach
arch
army
ashes
astonish
attack
attempt
attention
attract
audience

aunt
awkward
balance
balcony
bamboo
bar
bargain
baseball
battle
beam
bean
begun

behave
bellow
bent
beyond
blaze
bleat
blind
blizzard
blood
bold
bolt
bother

bounce
bound
braid
broad
buck
bull
bunk
bury
cactus
calm
capital
capture

cargo
cast
cause
celebration
certain
champion
charge
charm
cheeks
cheat
chili
chore

chose
claim
clatter
coast
collect
column
comfort
comfortable
command
common
companion
complain

complete
content
contented
continent
continue
control
copper
costume
courage
coyote
crackle
crate

crazy
creak
creek
creep
crew
cricket
crooked
crop
crouch
cruel
cub
cure

curious
current
curve
dam
damage
darkness
dart
dawn
deal
declare
delight
demand

den
depend
describe
desert
design
devil
dictionary
difference
difficult
disappear
disappoint
discover

disease
distance
distance
dizzy
doubt
dreadful
dug
dull
duty
dye
eager
earnestly

echo
electric
embroider
enchanted
enjoy
enormous
escape
especially
exactly
examine
except
excite

excitement
exclaim
experiment
explain
explore
explores
extra
faint
famous
fault
favorite
ferry

figure
finally
firmly
flight
flood
force
forehead
form
forty
fought
frame
freedom

furnish
furniture
further
gallop
gentlemen
glance
gleam
gourd
government
grab
grade
grateful

graze
groan
grocery
group
grove
grumble
grunt
gypsy
harness
haul
haunt
heaven

herb
hero
hesitate
holiday
honor
hoof
hospital
hump
hunger
important
include
insect

4th Vocabulary List - Cont'd.

interrupt
invention
jewel
jingle
job
judge
jungle
kindness
knee
knelt
knit
language

laughter
least
lightning
limp
loft
loom
lumber
machine
mad
manager
manner
map

mayor
mesa
message
metal
midnight
million
mine
mist
mistake
museum
mutter
mysterious

natural
neighborhood
note
object
occur
offer
opposite
orchard
order
pain
pale
parent

partner
passenger
pause
peer
perfectly
permission
pitch
pity
plains
plunge
position
possible

powder
practice
prairie
praise
prayer
precious
prepare
press
pretend
pride
prisoner
probably

problem
program
propeller
protest
pump
punish
pupil
puzzle
quilt
quiver
railroad
range

realize
recognize
refuse
reindeer
reins
report
rescue
return
ridge
river
royal
ruin

rumble
rush
rustle
saddle
sank
sap
satisfy
savage
scare
scatter
scent
scientist

scout
screech
screen
seize
sense
separate
serious
settle
shallow
shear
shelter
shiver

silence
single
sink
skillful
slope
snarl
snort
soil
southern
spare
spear
special

speech
speed
spell
spirit
sport
spout
sprang
squat
startled
starve
statue
steady

stern
stitch
stole
stomach
strength
struggle
study
stumble
succeed
success
suggest
supply

surround
swiftly
swooped
sword
tailor
tangled
tank
test
thirty
thumb
thunder
tobacco

tomato
tongue
tortilla
touch
treasure
truth
twist
uniform
usual
vacation
valley
voyage

wail
waist
wander
waste
wax
weary
weave
weight
whether
wilderness
wine
woodchuck

wound
wrinkle
yawn
yesterday
zoo

Determining Instructional Reading Levels

Method I

A. Assemble a set of basic readers, from the first pre-primer through grade four, that are not in regular use in the school system.

B. Beginning with the first pre-primer, have child read orally a few pages at the beginning, middle and end.

C. Record child's errors as:

Saw - was	Word in book was "saw"; child read it as "was."
Running - DK	Child did not know word "running."
Walk - walks	Child added "s" to walk.

D. If child makes more than one serious error to the page at pre-primer and primer level, the book is too difficult. At Book I level, (the limit is 2 errors per page; Book II and above, the limit is 3 errors per page). A serious error is a complete miscalling of a word, not just the addition or omission of s, ed, ing. Make note in writing of the consistent errors, such as: omission of words, addition of words, substitutions, consonant subtitutions--take - make, make - made.

E. Carry child through reading books from level to level until he reaches the place where he reads stumblingly and his comprehension is impaired. This level should coincide rather closely with that of the basic reading vocabulary list on which child had real difficulty. This is his frustration level. His instructional level must be lower, if he is to succeed in learning. Go back one level easier and make special note of the number and type of errors.

F. Check on comprehension of what was read by asking 2 or 3 questions covering the material. Questions should be aimed not only at retention of facts but should also include questions which involve thought. Teacher judgement plays a large part in making good questions. Consider whether points selected for questioning are among the "main ideas" of the story. Avoid use of unimportant details as the basis of questioning.

Prepare sets of good questions on books to be used in testing so they may be used over and over with different children. In preparing questions at first grade level, four are usually enough. At higher levels eight questions are usually used.

G. Child's pleasure reading level should be at least one level easier than his instructional level.

H. Child's reading level should be at least one level easier than his instructional level. Use workbook as a teaching device. Do not expect child to complete each lesson letter perfect without help. Teach and re-teach each part of the lesson that gives child difficulty. Make up special worksheets to give additional practice on parts of the lesson that are particularly difficult.

Determining Instructional Reading Levels

Method II

A. Oral Reading

1. Assemble two sets of original stories,* one for the teacher and one for the child. Put each set in a separate stack, face down, out of child's sight. On teacher's copy of each story the child's first and last name is written, full date, and school as test proceeds.
2. Give child the oral part of the first story (with Comprehension Check and comments omitted). Ask him to read the story aloud to you. Wait 5 seconds before telling him an unknown word.
   Airplane--X (Didn't know "airplane)
   Come--came (Read "came" for "come")
   Airplane--+s (Read "airplanes" for "airplane")
   Play--s (Spelled word and then said word correctly)
   At--(at) (Omitted word)
3. Ask comprehension questions and after each question place "+" if correct and "-" if incorrect.
4. Under comments make notes about the child's manner of reading, cues he used to read unknown words, etc. Also record any teaching suggestions to use in later instructional planning.
5. If child makes more than 1 serious error in the stories at pre-primer and primer level, this level is too high. The limit is 2 errors per story at level one; 3 errors at level two and above. A serious error is a complete miscalling of a word, not just the addition or omission of s, ed, or ing. Make note in writing of any consistent errors, such as: omissions, additions, and/or substitution of words, or constant mistakes.

B. Silent Reading

1. Present silent reading section of the first story. Say, "Here is a story to read to yourself. When you have finished, hand it back to me." Put story out of sight, when he hands it back to you.
2. On teacher's copy record name, date, and school, as above. Make notation of time it took child to read story.
3. When the story is finished, ask comprehension questions. If unable to read entire story, ask him to show you the words he knows. If a word is pronounced correctly, place a small "c" over the word; if incorrect, write what he said instead.
4. Under comments make notation about his manner of reading (read in a whisper or a soft voice, rate of reading, or ask for help with unknown word, etc., or any comments he makes while reading). Notations may be made on any comprehension skills to include in lesson planning.
5. At this point a decision must be made about continuing to the next story. If the child makes more errors than the number allowed in #5 above, stop the testing based on the stories. If child has not completed silent reading section of any story, or misses 1 question in the Comprehension Check, stop the testing based on the stories. If child doesn't make any mistakes, continue to next story level.

* Original stories composed from Basic Vocabulary Lists (using only words found on a given level and on previous levels) for pre-primer through grade 4.

(1-A) Pre-Primer

Oral: 34 words

FATHER IN THE BIG AIRPLANE

"Mother, look at the big airplane.
It is red and blue.
See it come down.
We can not play here.
Look, Mother! Father is in the airplane.
Can you see Father in the airplane?"

Comprehension Check (Teacher reads questions)

1. What was mother looking for? (airplane, father)
2. Who was in the airplane? (father)
3. Why could the children not play here? (not safe)
4. What color was the airplane? (red and blue)

(1-A) Pre-Primer

Silent: 48 words

THE BIG RIDES

I can see the train.
The train is big and red.
I can ride in the big red train.
I can see the airplane.
I can ride in the airplane.
My mother and father can ride with me.
We can ride in the train and the airplane.

Comprehension Check (Teacher reads questions)

1. What did the boy see? (train and airplane)
2. Who went for a ride with him? (mother and father)
3. What color was the train? (red)
4. Which one goes faster? (airplane)

(1-B) Primer

Oral: 50 words

FUN AT THE FARM

My grandmother has a farm.

Grandfather rides in a wagon to get to the farm.

I can go to the farm in a car.

The farm has chickens, ducks, pigs, and rabbits.

I like the yellow ducks and the white rabbits.

I want a white rabbit for a pet.

Comprehension Check (Teacher reads questions)

1. Where does grandmother live? (at the farm)
2. How does grandfather get to the farm? (in a wagon)
3. Can you name two animals on the farm? (chicken, ducks, pigs, rabbits)
4. What color are the ducks? (yellow)

(1-B) Primer

Silent: 46 words

THE BIRTHDAY SURPRISE

Daddy gave me a birthday surprise.

It was a big pony with a white tail.

I can ride the pony to school.

The boys and girls saw me ride the pony.

They will want to ride, too.

What fun to get a pony for your birthday!

Comprehension Check (Teacher reads questions)

1. Who gave the birthday surprise? (daddy, father)
2. Where can the boy ride the pony? (to school)
3. Who wanted to ride, too? (boys and girls)
4. What color was the pony's tail? (white)

(1-C)

Oral: 50 words

THE FUNNY CIRCUS BEAR

My friends and I went to the circus.

We saw many animals.

One bear was so funny.

He stood on his head.

The circus man had a bag of peanuts.

He gave the bear some of them.

The bear sat in a chair and began to eat.

We laughed and laughed.

Comprehension Check (Teacher reads questions)

1. Where did the children go? (to a circus)
2. What did they see? (animals, bear)
3. What trick could the bear do? (stand on his head, sit in a chair)
4. Who gave the bear something to eat? (the circus man)

(1-C)

Silent: 61 words

THE EASTER PARTY

The boy next door had an Easter party.

Everyone on his street came to the party.

One boy found a big blue duck egg under a tree.

Another boy found a bird nest with two eggs in it.

All the boy's friends had baskets for their eggs.

They all had fun at the party.

Everyone took his eggs home to eat.

Comprehension Check (Teacher reads questions)

1. Who gave an Easter party? (the boy next door)
2. What did they have to put their eggs in? (baskets)
3. Where was the duck egg? (under a tree)
4. What did they do with the eggs in their baskets? (took them home, ate them)
5. Where did the boy who gave the party live? (next door)

(2-A)

Oral: 79 words

A RIDE UP THE MOUNTAIN

Our family wanted to climb a high mountain last winter to see some snow. We put our winter clothes, a tent, something to eat, and firewood in an old truck. Mother, Daddy and baby sister were in the front seat of the truck. My brother, Bob, the puppy, and I sat in the back of the truck. We bounced up and down along the mountain road. We got cold riding in the truck and got under the tent.

Comprehension Check (Teacher reads questions)

1. Why did the family go up the mountain? (to see some snow)
2. What did they put in the back of the truck? (winter clothes, tent, food, wood)
3. What animals do you think the children saw? (suitable wild animals)
4. What trees would still be green? (pine, cedar)
5. How many rode in the back of the truck? (3)

(2-A)

Silent: 73 words

HOUSE CLEANING DAY

My mother said we would clean the house on Saturday. Everyone will have to get up early to get through with his work. Mother will do the dishes and clean the floor. Daddy will clean all the windows. My work is to pick up all the toys and put them away. Then I will put my clothes that are not clean in the clothes basket. My sister will clean the bedrooms for mother.

Comprehension Check (Teacher reads questions)

1. What did the family do on Saturday? (clean house)
2. Why do you think Dad's job was to clean the windows? (He was taller and could reach them; too hard for children, etc.)
3. What did the boy do? (put away toys and dirty clothes?)
4. Why did they wait until Saturday to clean house? (all of them were home)
5. What is your job when Mother cleans house? (any suitable answer--record answer)

(2-B)

Oral: 71 words

THE RAILROAD YARD

Not very far away from where my grandfather lives is a railroad yard. Here is where the railroad keeps its trains when they are not busy. There are places to keep empty train cars. Often some of the cars have to get ice to keep things cold until they get to the train station in the next city.

We have grass in our yards, but this kind of yard has trains!

Comprehension Check (Teacher reads questions)

1. Where was the railroad yard? (near grandfather's house)
2. What was in the railroad yard? (trains, empty cars, tracks, or other logical items)
3. Where was the train station? (in the next city)
4. Why did some of the cars need ice? (to keep things--food cold)
5. What do you think they may put in the empty cars when they are used again? (any logical answer--record answer)

(2-B)

Silent: 59 words

THE DANCING WORM

The corner shoemaker has a dancing worm. As he played his fiddle, the worm would turn and turn. The shoemaker had a big black whistle. When he blew the whistle, the worm would wiggle all about. People would come from a mile away to see it wiggle and turn. Soon the shoemaker had a hat full of money.

Comprehension Check (Teacher reads questions)

1. What did the people come to see? (a dancing worm)
2. What did the shoemaker play? (fiddle and whistle)
3. What color was the whistle? (black)
4. What did the pet worm do when he blew the whistle? (wiggle)
5. How far away did some of the people live? (a mile)
6. Where did the shoemaker get the money? (from the people)

(3-A)

Oral: 95 words

COUNTRY CANDY KITCHEN

Not far down the dusty road is a little candy store where you can buy the best chocolate candy! The family that owns the store makes all the candy right in the kitchen where you can watch them. A candy kettle is usually kept hot. As the candy cooks, it smells so good I try to decide before I look what kind of candy is being made.

Next to chocolate, I like red, white, or green ribbon candy best. When I am hungry and have some money, I run as fast as I can to that little candy kitchen.

Comprehension Check (Teacher reads questions)

1. What did the family use to make the candy in? (a kettle)
2. Who makes the candy? (the family)
3. Why do you think the store is called "Country Candy Kitchen?" (on a dusty road, candy was made in the kitchen)
4. What kinds of candy did the family make? (chocolate and ribbon candy)
5. How could you tell what kind of candy was being made? (the smell)

(3-A)

Silent: 98 words

VACATION TIME

I think vacation time is the best time of the year. Don't you? My sisters and brothers and I were trying to decide where our family might go for our vacation. That night when I went to bed my head was so full of plans.

I heard the sound of barking and I thought it was a dog. Instead, it was a coyote. After that, a fierce tiger came and chased the coyote away. Then the sound of a drum came nearer and nearer.

It was my daddy banging on the door to get me up for breakfast.

Comprehension Check (Teacher reads questions)

1. Where did he hear the coyote barking? (in a dream)
2. What sounds did he hear? (barking, drum, banging)
3. Who was going on a vacation? (my family and I)
4. Were the coyotes and the tiger real? (No, they were in a dream)
5. What was making the sound of a drum? (Daddy banging on the door)

(3-B)

Oral: 66 words

SECRET MESSAGES!

Did you know animals send secret messages to each other? Rabbits thump their back feet on the ground and beavers slap their broad tails on the top of the water when there is danger. When a cat is seen, a bluejay will cry, "cat." The other bluejays will take up the cry and chase the cat until it runs for cover out of the birds' sight.

Comprehension Check (Teacher reads questions)

1. Why do animals send messages? (warning of danger)
2. Why do you think bluejays would chase a cat? (to protect their nest, eggs or young birds)
3. What does the cat do when the bluejays are chasing him? (runs away, takes cover)
4. How do rabbits send messages? (thumping back feet on ground)
5. How do beavers send messages? (slapping tail on water)

(3-B)

Silent: 107 words

EXCITEMENT FOR HENRY

Henry is my cousin who lives in Africa. He went all that distance to help weak and starving parents and their children. Insect, spider and snake bites make them so sick that it is impossible for them to take care of their needs. Without good clean food and water, and a better place to live, they will not get well. Henry will give them food and water as well as a cottage to keep them safe.

Yesterday I got a letter from him saying I could go back to Africa with him after his winter vacation here in America. I can hardly wait to return with him!

Comprehension Check (Teacher reads questions)

1. Where does Cousin Henry live? (Africa)
2. What do children and their families need to get well? (good clean food and water, and better place to live)
3. How long do you think these people will stay with Cousin Henry? (until they get well)
4. Why do you think the writer of the story would want to go to Africa? (any logical answer--record answer)

(4)

Oral: 108 words

A SPORTING THING TO DO

The whole sporting world honors a champion, and that is why the mother of our school football captain wanted him to be a champion. He had wanted to be a scientist, but to please his mother he spent most of his time after school trying to be a champion in sports. He tried baseball, football, track, ice-skating, basketball, swimming, and even boxing.

Every night he would go up to his room and work on science experiments. When his mother found this out, she told him that his happiness meant more to her than his being a champion of sports. Perhaps now he will be another kind of champion.

Comprehension Check (Teacher reads questions)

1. Why was the school captain trying to be a champion? (his mother wanted him to)
2. What sports did he try out for? (baseball, football, track, ice-skating, basketball, swimming, boxing)
3. What did he want most to be? (scientist)
4. Where was his laboratory set up? (in his room)
5. When did he go to his hideaway laboratory? (every night)
6. What did his mother tell him when she found out about this laboratory? (any logical answer--record answer)

(4)

Silent: 108 words

THE GREAT DISAPPOINTMENT

The mayor of our town is an enormous, kindhearted man. One thing he likes in a person is honesty. That is why he was so disappointed when his cousin came from the west and called him from the station saying he had been hurt. He asked the mayor to bring his family and pick him up.

While they were on their way to the station, the cousin was on his way to the mayor's house. He knew the house would be left open while they were gone.

The cousin went in and stole the jewels and silver. When the mayor returned, he caught him and had him arrested.

Comprehension Check (Teacher reads questions)

1. What was the thing the mayor liked most in people? (honesty)
2. What excuse did cousin use to get everyone out of the house? (he had been hurt)
3. Why did the mayor think his cousin took the jewels and silver? (the cousin was not at the station)
4. Can you think of a reason why the mayor was not suspicious of his cousin? (any logical answer--record answer)
5. What will happen to the cousin? (go to jail)
6. Should he go to jail even though the jewels and silver had been returned? (any logical answer--record answer)

PRE-READING SENSORY TRAINING

BASIC SKILLS	BOOKS AND MATERIALS
I. Visual Discrimination A. Matching 1. Matching concrete items listed below: a. Objects b. Shapes c. Colors d. Pictures e. Numbers f. Word shapes - g. Letters 2. Matching pictures of above objects on paper 3. Similarities and differences B. Identification 1. Of real objects (whole and parts) 2. Of picture parts C. Interpretation 1. Reading a picture a. Act out activities of daily living. b. Select pictures that portray the action just completed. c. Relate action in picture. d. Interpret pictures of daily living activity without acting out first. e. Project back to what happened before the pictured event and forward to what might happen next. 2. Finding missing parts in a picture D. Classification 1. Chronological order: days of week, day, night, now 2. Sequential order: first, last, next 3. Positional order: top-bottom; in-out; front-back; over-under; up-down	A Simplified Reading Readiness Program, R. W. Parkinson and Associates We Begin, MacMillan Going Places in Reading Readiness, Charles E. Merrill Weekly Reader Zip's Book of Animals Zip's Book of Wheels Zip's Book of Puzzles Let's See, McGraw Hill More Picture Stories, Allyn Bacon Picture Stories Big Pictures, Winston Ready to Go Ready to Read Getting Ready to Read, Houghton Mifflin Getting Ready Now I Look, John Day Now I See Peabody Language Development Kits #1,2,3

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I.	Box of assorted objects and toys
A. Matching	
1. Collect for matching: a. Small toys, cars, plastic fruit, toy furniture, etc. (two or more) b. Circles, squares, triangles, rectangles, and puzzles containing each; also balls, boxes c. Colored plastic spoons, straws, mats for matching with squares d. Identical pictures and parts to a story, firmly backed e. Sandpaper numbers and cut-out numbers f. Printed word shapes on pieces of tagboard g. Letters made from sandpaper, wood, covered with soft material	Flannel board Color recognition kits Color charts Variety of small objects Circles, squares, balls, boxes, puzzles
2. Match pictures of above objects, noting differences.	Assorted objects of different colors Pictures Cut-out numbers of various materials Tagboard cut out in word forms
B. Identification	
1. Teacher places many objects on a tray. Child looks for few seconds. Teacher takes away tray and child recalls as many objects as he can. More objects may be added or removed.	
2. Pictures with firm backing are cut into jig-saw puzzles. Duplicate pictures are displayed. Child assembles parts to complete picture.	
C. Collect pictures on child's level. Cut from old workbooks. See Basic Skills.	
D. Classification	
1. Each day write on chalkboard: day of week, month and year. Write at top of list of daily duties.	
2. Play games requiring children to stand in row. Find who is first, last, or next in line.	
3. Have children find tops of their desk, chalkboard, door, and/or window; then find bottom.	

PRE-READING SENSORY TRAINING

BASIC SKILLS	BOOKS AND MATERIALS
(1) Child claps, jumps, taps to match teacher's pattern of rhythmic beats, as: teacher taps /" /" child taps /" /" (2) Child repeats teacher's pattern of syllables, as: teacher says la lalala child says la lalala (3) Child repeats 3 or 4 note musical pattern b. Meaningful (1) Repetition of words of concrete meaning (2) Repetition of words of abstract meaning (3) Repetition of basic sentences (3 words, 4 words) (4) Repetition of sentences with one modifier (See the big dog.) (5) Repetition of sentences with phrases (Mary ran up the hill.) (6) Repetition of complex sentences 5. Following directions a. Live sounds - commands (1) Teacher's voice (2) Voices of children b. Recorded sounds - commands (1) Teacher's voice (2) Children's voices c. Written directions (1) Signs (a) Teacher uses signs with single word	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
b. Have children repeat the name of objects in the room, animals, fruit. (2) Repeat words as: good-bad, happy-sad, pretty-ugly. (3) Children might say, "My name is _____." I live in_____." (4) Use sentences as: "See the red ball." "I have a green book." (5) Use sentences as: "John went to the door." "Mary walked to school." in describing things children do during the day. (6) Complete sentences: "Mary walked to school but John rode in a car."	
5. Following directions a. Live sounds (1) Teacher gives simple, precise command to be followed by action: (a) Put book on chair. (b) Close the door--open the door. (c) Stand up--sit down. (d) Walk to the blackboard. (e) Open your book. (f) Color the ball red. (2) Children give directions to be followed: (a) Draw a ball. (b) Clap your hands. b. Recorded sounds (1) With tape recorder, repeat following commands in teacher's voice: (a) Draw a blue ball. (b) Draw a little tree. (c) Color the big ball red. (2) With tape recorder, have children's voices giving directions (a) Cut out the big ball. (b) Cut on the line. (c) String 2 red beads. c. Written directions (1) Teacher makes signs to identify furniture or parts of room; then gives simple command using duplicate sign to indicate object. Example: Teacher says, "Go to chalkboard" while holding up sign chalkboard. Child goes to chalkboard.	Tape Recorder

PRE-READING SENSORY TRAINING

BASIC SKILLS	BOOKS AND MATERIALS
IV. Tactile (touch) A. Dimensions (properties of) 1. Temperature 2. Texture 3. Weight 4. Thickness V. Gustatory (taste) A. Recognition of characteristic tastes B. Discrimination C. Safety VI. Olfactory (smell) A. Recognition B. Discrimination	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Tactile	
A. Dimensions	
1. Let child feel of hot and cold objects.	Hot water with hot water bottle, ice pack
2. Feel rough-smooth, hard-soft materials. (touch)	Sandpaper, cotton, velveteen, block of wood
3. Compare heavy and light.	Brick, piece of light wood or cork
4. Compare thick-thin.	Thick cardboard, tissue paper, thick and thin board
V. Gustatory	
A. Discussing foods during lunch periods can initiate taste discrimination skills.	
B. Prepare a "taste box" containing common foods. Discuss tastes of different common foods.	Salt, sugar, orange, apple, banana, onion radish
Have children identify foods with their eyes closed by smelling or tasting.	Banana, onion, orange, apple, peach, coca-cola
C. Discuss dangers of tasting or eating unknown or unidentified substances found around the home.	
VI. Olfactory (smell)	
A. Outdoor walks can initiate different odors in the air at different times of the year.	
Prepare a "smell" box containing various items with characteristic odors. Classify smells of common objects as good, bad, strong, or weak.	Toothpaste, soap, banana, clay, cheese, alcohol, vinegar, soap, onion
B. With eyes closed, have child smell items, and help him identify them.	
Recognize gas fumes.	

PRE-READING SENSORY TRAINING

BASIC SKILLS	BOOKS AND MATERIALS
4. Directional order: left, right	
II. Auditory Readiness	
A. Listening	
1. Location of sound sources	
a. Sounds from outdoors	
b. Sounds from corridor	
c. Sounds from within classroom	
(1) Specific location of sound sources within classroom	
2. Identification of sound sources	
a. Pencil sharpener sound	
b. Door opening or closing	
c. Book dropping	
d. Stapler	
e. Singing	
f. Lawnmower	
3. Discrimination	
a. Child tells whether sound is loud--soft, high--low, happy--sad.	
b. Child tells whether sound was made by train, car, bus, airplane, cow, dog.	
c. Child tells whether voice is that of mother, father, baby, doll, Santa Claus.	
d. Child tells whether music is for marching, dancing.	
4. Auditory memory	
a. Non-meaningful	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Have children place pegs in vertical row on pegboard. Find top peg, bottom peg. In the seat--out the seat Have children identify objects that are "on" the desk, chair, or "under" Have charts and pictures with children "on" the chair, "under" the tree. 4. Child moves, draws or writes from left to right. Song, "Right Hand Out, Oh, Belinda" Square dance, "Old Brass Wagon" Salute to flag with right hand	Flag and staff Song: "Right hand out, Oh, Belinda, Right hand out, Oh, Belinda, Right hand out, Oh, Belinda, Right hand out and shake, shake, shake. Left hand out, Oh, Belinda, Left hand out, Oh, Belinda, Left hand out, Oh, Belinda, Left hand out and shake, shake, shake."
II. A. Listening 1. Source of sound a. Take children for a walk and have them listen for sounds. Move see-saw, push swing, drop rock. b. In classroom, children determine location of sound from corridor. c. Children identify sounds made in classroom.(eyes closed) 2. Make sounds listed under Basic Skills, a,b,c,d,e, and help children identify.	
f. Call attention to sound of lawnmower when heard. 3. Discrimination a. With musical instrument, make loud and soft sounds, high and low, happy or sad. b. On record or by imitation, children identify sound of train, car, bus, airplane, cow, dog. c. With role playing, have children imitate the voices listed. d. Play marching music, dancing music, and have children do what music tells them to do. 4. Auditory a. Have children imitate teacher's rhythmical patterns.	Flute-o-phone Songs: "If You're Happy" "Down in the Valley"

PRE-READING SENSORY TRAINING

BASIC SKILLS	BOOKS AND MATERIALS
(2) Blackboard and/or charts	
(3) Worksheets (a) Teacher-made (b) Selected commercial worksheets	
III. Kinesthetic (motor)	III. This is Music, Books 2,3, Allyn Bacon
A. Gross motor patterns	
1. Sitting	
2. Standing	
3. Walking	
4. Running 5. Skipping 6. Hopping 7. Clapping	
B. Fine motor patterns	
Chalkboard exercises Clay Colors Puzzles Peg board Following straight lines -dotted Following curved lines----curved Chalkboard--pre-writing skills, circles, vertical, horizontal lines	Stringing beads Finger painting and finger games Pasting Cutting Fasteners

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
(2) Teacher puts simple commands on chalkboard using real objects to make meaning clear, as: (a) Draw a big ball. (b) Color the ball red. (c) Cut out the ball. (d) Paste the ball on blue paper. (3) (a) Make work sheets with commands used above (b) Select commercial worksheets to reinforce use of simple commands, as mentioned.	
III. Kinesthetic (motor)	III. Motor Skill Test, Primary I, II, III
A. Gross motor	Peabody Language Development Kit #1
1. Learn to sit still in correct position, feet on floor, back straight. Listen to stories, records, class discussions. 2. Stand with feet apart, bend forward, touch toes with finger tips without bending knees. 3. Walk forward, toe to heel, without stepping off beam. Walk backward, toe to heel, without stepping off beam, returning to position. Sidewards--step right, slide left foot to side of right foot. Return to starting position by stepping left and sliding right foot to side of left foot. 4. To music, run in position, lift legs high. Walk like animals. 5. Skip to music. 6. Hop to music. 7. Clap to music.	Rhythm Album: R.C.A. Victor
B. Cut, paste, write, fit pegs into peg board, or any activities that involve eye-hand coordination. Practice cutting in straight strips. Hold child's hand if necessary, repeating "open-shut, open-shut," as scissors cuts. Show how to work clay, roll balls, strips, make pancakes.	Primary crayons, blocks, scissors, paste, clay

BASIC SKILLS	BOOKS AND MATERIALS
I. Word Recognition Skills	
A. Matching	
1. Similarities	
a. Pictures--identical	At Home and Away, Activity Book, Allyn Bacon At Home Here and Near Here and Away
b. Picture that relates to a known story	Come Here, Winston Stop and Look Go Up
c. Small pictures to details of a large story picture	Tip, Houghton Mifflin Tip and Mitten Big Show
d. Word to object	Opening Books, MacMillan Magic Box Things You See
e. Word to picture f. Letter to letter	Puzzle Fun, McCormick Mathers
g. Word to word h. Phrase to picture	Let's Learn to Read, Steck Vaughn
i. Phrase to phrase	
j. Sentence to picture k. Sentence to sentence	
2. Differences	
a. Take out picture that does not relate to others in set.	
b. Take out picture that does not relate to known story.	
c. Take out word that does not relate to picture.	
d. Take out phrase that does not relate to picture.	
e. Take out sentence that does not relate to picture.	
f. Take out word that does not relate to story.	
g. Take out phrase that does not relate to story.	
h. Take out sentence that does not relate to story.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Word Recognition Skills	
A. Matching	Accompanying workbooks to reading series Children's playing cards, such as: Old Maid, Animal Rummy Magazine pictures Commercial picture kits
1. Similarities	
a. Collect identical pairs of pictures. Use varied activities in having child match similar pairs.	
b. Have child select from a set of pictures one that relates to a familiar story.	Fairy tales, nursery rhymes
c. Using varied activities, have child find pictures of objects, people that are part of a larger, more complete picture. Duplicated pictures could be used for group activity. Instruct children to use specific colors to make different objects. "In your picture, find a ball. Color it blue."	Duplicated materials Magazine pictures Workbooks
d. Label classroom objects, those brought in for sharing. Use individual name tags.	Tagboard
f. Teacher holds up letter or writes on chalkboard. Child responds by showing matching letter.	Flannel or cardboard letter cutouts Magnetic board, magnetic letters
g. See "f" above. Substitute words for letters.	Flash cards, workbooks, duplicated materials
h. Display a set of pictures. Show a phrase (chalkboard, tagboard); read with child; child relates phrase to proper picture.	Picture dictionary
i. Display set of short phrases. Give child a phrase card; have him select corresponding phrase.	"Phrase-O" game
j. Match simple sentence to its corresponding picture.	
k. See "i" above, substitute sentences for phrases.	
2.	
a. Assemble set of 3 pictures. Child selects one that is different.	Peabody Language Development Kit
b. Assemble pictures. Child selects an object that is not associated with any particular story. Example: For the story of "Little Red Riding Hood" have pictures of wolf, grandmother, pig.	Pictures of popular children's stories
c. Child finds a word within a set (remove from chalkboard, flannel-board) that does not correspond to a given picture. Example: Mother, Father, girl, dog.	Teacher-made word cards
d. Child finds a phrase within a set that does not relate to picture Example: in the house, up a tree.	
e. See "d" The girl plays with the dog. The boy runs fast.	
f. Teacher reads short story, then has children select words from set of three or four on chalkboard one that is irrelevant.	
g. Child selects a phrase that is irrelevant to a story.	
h. After reading a short story, write 2 or 3 sentences on board. Child decides one that is not applicable to story.	

READING - Pre-Primer

BASIC SKILLS	BOOKS AND MATERIALS
B. Categorizing 1. Select objects according to basic characteristics as: color, form, size, laterality, function. 2. Select pictures according to applicability to a particular story, to a story character, to a particular story situation. 3. Select words according to applicability to a particular story, to a story character, to a story event. 4. Select sentences according to applicability to a particular story, to a story character, to a story event. 5. Select story ending that applies to a particular story beginning. 6. Select story beginning that applies to a particular story ending. 7. Select the main part of story to fit particular beginning and ending. C. Sight vocabulary 1. Word shapes a. Match word shapes. and b. Puzzles of word shapes c. Choose word shapes. (provide word shapes only) 2. Match words. 3. Find word in sentence. 4. Choose picture to match words--boy and girl, boy or girl. 5. Choose picture to match sentences. 6. Match words on boards. 7. Frame words. 8. Recognize words at sight; increase sight vocabulary. 9. Trace words.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Categorizing	
1. Collect a group of objects which have a common characteristic. Let children decide how they are alike. Have children look for circular shapes in classroom.	
2. Collect pictures to correspond with a story. Example: The Fireman - have pictures of fire truck, fireman's gear.	Picture, commercial picture cards Teacher-prepared materials
3. Use words instead of pictures to be correlated to a story. A clown might be fat, skinny, sad, etc.	
4. Same as No. 3. Use sentences instead of single word	
5. Duplicate simple stories. Omit last sentence. Give child a choice of two answers.	
6. Tell or read an obvious story ending. Let children decide how story might begin. Put story on a chart or chalkboard for enjoyment.	Chart tablet
7. Duplicate simple stories. Omit the middle sentence. Let the children have a choice of two possible parts to connect story.	
C. Sight vocabulary	
1. Word shapes	
a. Use cardboard or flannel cutouts of simple word shapes. Give one shape; let child find a matching shape. Dittoed materials are good.	Flannelboard, cardboard
b. Child can play with puzzles of word shapes.	Fiberboard, plywood
c. Using shapes from "a" above, write simple words on board that will conform to one of the shapes. Child selects correct shape for word - and	
2. Match words using lower case and capital letters. And go For and Go for And and	
3. Using selected materials, have child locate by underlining a particular word in a sentence. go Mary will go home.	Pre-Primer workbooks, mimeographed worksheets
4. Collect pictures which will coordinate with selected words -- boy, girl.	Chalkboard
5. Same as No. 4. Match picture to correct sentence. The girl ran. The boy ran.	
6. Put selected words on board. Child decides which words match.	
7. Select words that are suitable for framing. Child goes to board and frames word. girl	
8. Use flash cards for reinforcement. Look-say method.	
9. Words may be written in clay or on board. Child traces words with finger. Later he can trace dotted letters forming words on worksheets.	

READING - Pre-Primer

BASIC SKILLS	BOOKS AND MATERIALS
10. Copy words. 11. Write words.	
D. Word attack skills	
1. Auditory discrimination a. Rhyming words	
b. Initial consonants	Speech-to-Print, Phonics Kit
2. Visual and auditory discrimination a. Rhyming words	
b. Initial and final consonants	
c. Plurals	
II. Comprehension	
A. Picture comprehension	
1. Word to picture	
2. Phrase to picture	
3. Sentence to picture	
B. Comprehension of printed word	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
10. On manuscript paper write a vocabulary word. Let the child copy the word several times saying the word as he completes it. 11. Let child look at word, then cover it to see if he can write from memory.	
D. Word attack skills	
1. Give children worksheets with rows of three objects; begin with three rows. Children mark pictures of objects that have rhyming names. A similar activity may be used for initial consonants. Later child will be able to listen for final consonant sounds and plural endings.	Hayes Grant ABC Workbook, Game: What the Letters Say
2.	Flannelboard
a. Present words on board: cat bat run Child determines which words rhyme. Utilize charts for further reinforcement.	Consonant charts, posters
b. Name objects in classroom. Child listens for beginning consonant sound, says letter that makes sound. A similar activity may be used for final sounds.	Speech To Print Phonics
II.	
A.	
1. Match word to picture Ball House Cat	
2. Match phrase to picture In the bus In the tree By the house	Teacher-made phrase cards
3. Match sentence to picture Sue likes to eat. Sue can play. John likes to ride	
B.	
1. Find a phrase to match what teacher says a. Where, as: in the box b. How,as: fast c. When, as: before school, after lunch d. Who, as: Who is the boy?	Phrase-O" game
2. Find sentences to match what teacher says. Play an action game. List some action sentences on the blackboard, such as: "Open the door." "Walk around the room." Child reads and follows directions.	

READING - Pre-Primer

BASIC SKILLS	BOOKS AND MATERIALS
C. Story comprehension 1. Retells story in order 2. Understands sequential order of story through pictures 3. Answers questions about a story	
III. Increases reading skills through lessons from textbooks A. Silent reading 1. Relates to what he reads 2. Increases vocabulary and word attack skills 3. Teaches study habits 4. Enjoys reading for information 5. Grows in confidence	
B. Oral reading 1. Correct handling of books 2. Reads with expression 3. Recognizes simple sentences	
IV. Improves listening skills A. Listens for information B. Listens for pleasure	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C 1. Read a story to the children--ask them to retell it. 2. Have pictures that illustrate different parts of a story. Let child put them in sequential order, then tell the story. 3. Duplicate simple stories or activities. Example: I live on a farm. I am brown and white. I give milk. Who am I? Cow, duck, bus. Circle correct answer.	Comic strips such as "Little Henry," "Peanuts," cut and pasted on index cards
III. A. Steps leading to silent reading: 1. Build background through picture reading. 2. Introduce new words and use word analysis skills previously taught, if possible. 3. Motivate independent reading by giving the student a purpose for reading. 4. Students read silently while teacher supervises, ready to offer help as quickly as possible when needed. 5. Have children practice.	
B. Oral reading 1. Turn pages carefully. 2. Stress that the child should read as if he were talking. Tape record the pupil as he reads. Play back for evaluation. 3. Help students recognize sentences by the initial capital letter and punctuation.	Tape recorder
IV. A. Read a story. Have children listen for a specific detail. Discuss the story afterward. B. Have a period each day for story time. Select high interest level stories to tell, read, or play to children.	Children's story books Taped stories Children's records

PRIMER READING

BASIC SKILLS	BOOKS AND MATERIALS
I. Word Recognition Skills	
A. Picture Clues	Our School, Allyn Bacon Come With Me, Winston
B. Context Clues	Words of Wonder, MacMillan
C. Configuration Clues	Jack and Janet, Houghton Mifflin Accompanying reading workbooks
II. Word Attack Skills	
A. Initial Consonants	
B. Blends - pl, tr, sh, br, thr, wh, bl, th voiceless, th voiced	
C. Final Consonants D. Rhyming Words	Let's See Webster Division, McGraw - Hill Book Company
E. Consonant digraphs	My Red Puzzle Book, McCormick Mathers
F. Word endings	We Learn to Read, Continental Press
G. Final sounds - ike, one, ore, ide	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Review and reteach skills presented at earlier levels.	Commercial picture cards
A. Present several pictures. Ask a question pertaining to only one picture to enable the child to strengthen picture reading skills.	Textbooks Assorted pictures
B. Present several sentences in which a word is omitted. Ask the child to supply the missing word from the context of the entire sentence.	Teacher-prepared charts
C. Present a word on the chalkboard. Frame it and outline it. Ask the child to trace the word. Repeat as written exercises. Call attention to outline of word. 	Mimeographed material
II. Previously taught skills should be consistently reviewed.	Commercial phonics materials
A. Teacher presents a letter sound on a chalkboard. Ask the child to repeat the sound as he traces it on the chalkboard. Put sentences such as: "Put the log / dog on the fire." Ask the child to choose the correct word.	Chalk and chalkboard
C. Present a word with the last letter omitted. Ask the child to supply the missing letter.	Mimeographed materials Chalkboard drills
D. Teacher presents two words. Children must determine if they rhyme. Utilize games or charts for further reinforcement. Children complete orally very short rhymes, begun by teacher. We have fun When we_____. Look, look See the_____. I see The_____.	Teacher-prepared activities Charts Nursery rhymes Poems
E. Introduce th, sh, ch. Present oral and written examples of each. Ask the child to distinguish the blend as each word is presented.	Phonics cards or charts
F. Write on chalkboard the words looked, laughed. Have the children, (1) Pronounce the words, being certain the ed ending is carefully enunciated. (2) Find and frame the words look and laugh; underline the root word in colored chalk so the ed ending is emphasized. Repeat procedure for other endings; s, es, ing.	Chalkboard drill Teacher-prepared charts

PRIMER READING

BASIC SKILLS	BOOKS AND MATERIALS
III. Comprehension	"Let's Learn to Read" Steck Vaughn Company
A. Attaches meaning to printed words 1. Find names of characters in story. 2. Find ages, sizes of each person (animal) in story.	"Reasoning Skills," Continental Press
B. Identifies the main idea	
C. Understands sequence of events	"Reading Thinking Skills" Pre-Primer and Primer Continental Press
D. Makes generalizations	
E. Can locate answers to questions that use words of book	
IV. Silent Reading	
A. Read to find answers to questions teacher raised in vocabulary lesson.	
B. Read to find specific answers to questions on blackboard, chart or seatwork paper.	
C. Read aloud to pupil-helper or to self if ability to detect his own errors warrants.	
D. Develop silent reading study skills.	
1. Complete study skills exercises a. From among three words, select correct one-word answers to questions about sentence, paragraph, story b. Select "Yes" or "No" answer to questions about story, sentence, paragraph.	"Puzzle Pages," McCormick - Mathers
V. Oral Reading Keeps the place Recognizes a sentence Recognizes a paragraph Recognizes a conversation Recognizes a change of speaker	
VI. Reading workbook or activity sheets	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III. Questions to emphasize important facts of any reading material are important in building comprehension skills.	Peabody Language Development Kit
A. Play a game called, "Doing Things." List some action sentences on the chalkboard such as: Bring the red book to me. Build a house with blocks. Walk quickly to the window. The child reads the sentence and acts accordingly.	Teacher-prepared activities
B. Read a story to the children. Ask them to retell it.	Appropriate children's stories
C. Write 3 to 5 related sentences on the chalkboard in haphazard order. Read them together. Discuss correct sequential order and rewrite in order.	Sequence cards - Judy Co. Teacher-prepared charts
D. Duplicate simple stories or activities. Example: "It is a pet. It can run fast. Tom can ride it. What is it? Pony, kitten or duck?" Circle the correct answer.	Mimeographed materials
IV. A Study Story, supervised by teacher or student	Chalkboard activities
A. Introduce new words from chart or chalkboard.	
B. Check comprehension with prepared questions.	
V. Oral	
A. Simple dramatizations, choral readings or poems, for repeated emphasis on expressive reading, phrase reading	Appropriate poems and choral readings
B. After the child has read a story, ask such questions as, "How many ducks are in the pond?"	Textbooks
VI. Workbooks, one level below reading level	

READING - GRADE I

BASIC SKILLS	BOOKS AND MATERIALS
I. Word recognition skills	Allyn-Bacon, Our Town and Activity Book
A. Increase sight vocabulary	Winston, Come With Me - Studybook - Away We Go
B. Hearing and seeing final consonants	Houghton-Mifflin Co., Up and Away and Workbook
C. Hearing and seeing consonant blends and digraphs	McMillan, Lands of Pleasure - Workbook
D. Recognizing compound words	The Discovery Book to accompany Lands of Pleasure
E. Recognizing contractions	Practice exercises for Self-Help in Reading
F. Recognizes words formed by adding s's, ed, ing	
II. Word attack skills	Aaron, I. E., Teaching Word Recognition in Georgia Schools
A. Initial consonant substitution	"Speech to Print", Durrell - Murphy
B. Final consonant substitution	
C. Knows consonant blends	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Review and reteach skills presented at earlier levels.	
A. Use of tachistoscope with sight words	Tachistoscope
B. Word games. Example: Teacher presents a consonant sound. She then presents three words, one of which ends with that sound. Child must choose the word which ends with the sound presented. In teaching letter sounds, identify as many sounds as possible with familiar sounds, i.e., "What sound does the lion make when he roars?"	Commercial phonics materials
C. Present two columns of words beginning with th, sh, and ch. Ask the child to match words beginning with the same blend.	Mimeographed materials
D. Make two lists of words. Direct children to find a word in the second list that will go with the first list to make a new word.	Charts
E. Present two columns of words. Ask the child to find the word in the right column that means the same as the word in the left. don't — cannot we're — let us it's — do not can't — it is let's — we are	Teacher-prepared charts
II. Practice in skills learned at lower levels	Weekly Reader Phonics Booklets
A. Use a rotating wheel consisting of two circles, one smaller than the other. Fasten at the center so as to rotate freely. Put consonants on larger circle and word endings on the smaller circle. Position the outer circle and ask child to read the new word.	Construction paper, scissors, magic marker
B. Write the words fat and far on the board. Ask how the words are different. Continue with cat, car, cap. Ask child to find other words by changing the last letter.	Chalk and chalkboard
C. Present word endings - s, ed, ing - in several familiar words. Ask the	Chalkboard drills Mimeographed materials

READING - GRADE I

BASIC SKILLS	BOOKS AND MATERIALS
D. Visual discrimination of words similar in form	
E. Know short and long vowels. Two vowels together ee, eed	
III. Comprehension	Scott Foresman Co., Developing Word Attack Skills
A. Understands sequence of events	Charles E. Merrill, Bibs, New Reading Skilltext Series Nip the Bear Weekly Reader Practice Books
B. Makes inferences	Read-Study-Think Buddy's Book of Puzzles
C. Increases ability to draw conclusions	Read, Study, Think
D. Recalls story facts	Reading Thinking Skills, Primer Level 1 Continental Press
E. Begins to relate situations in reading to own lives	
F. Finds answers to direct questions	
a. When questions use words that are not the same as those of book	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
child to underline root words and read them. Placing the words in columns may be helpful: jump, jumps, jumped, jumping.	
D. Exercises in which child is to underline correct word Mother Duck has_____little ducks. (sit, six) All of them had_____feet. (web, wet) They looked like one_____. (another, nothing) Mother duck_____for a walk. (went, want)	Mimeographed materials
E. Choose word cards for known vocabulary which have words with long or short sounds for the five vowels - a, e, i, o, u. Discuss and drill for auditory discrimination of short and long vowel sounds. Multiple choice sentences (The cat sat on the (rig, rag, rug).	Flash cards Phonics rummy
III. Continue and expand skills presented at lower levels.	"Reasoning Skills" Continental Press
A. Make copies of groups of words. Have children draw a line through the one word in each group that does not fit. Swim Bee Peanut Fly Bird Coat Yard Walk Hat	Ditto Sheets
B. Display pictures for discussion as to what is happening; what will happen next; how the characters must feel from observing expressions.	Picture cards
C. Read simple stories. Ask such questions as "Why did this happen?" "Did he do the right thing?" "What will happen next?"	Textbook
D. Duplicate such exercises as follows: Ask the child to match the first and last parts The boys saw a puppy had no home. The puppy on TV on the TV screen. The best letter will get the prize.	Mimeographed materials
E. Prepare a box of tagboard sentence strips. Ask the child to draw several sentences from the box, read them and put them in order.	Sentence strips

READING - GRADE I

BASIC SKILLS	BOOKS AND MATERIALS
G. Finds the main idea in a group of sentences	
H. Reads to find a. Special characteristics of each person (animal) in story	
I. Sees the difference in questions that ask: Why? How? Who? What? and Where?	
J. Distinguishes between fact and fantasy	
IV. Silent Reading	
A. Moves eyes from left to right and makes a correct return sweep	
B. Reads silently to follow directions	
C. Recognizes that words may have more than one meaning and chooses meaning that fits context.	
D. Begins reading voluntarily	
V. Oral Reading	Ginn, Story Time Series Mr. Bear's Bow Ties Cowboy Bill and the Big Umbrella The Little Pig Who Listened Presents for Johnny Jerome
A. Keeps the place	
B. Recognizes sentence, paragraph	
C. Uses context clues for word meanings	McCormick-Mathers, Challenge Readers Series Being a Friend
D. Indicates change of character in story by voice change	
E. Reads to be heard by all in group	Building Reading Skills Series Speedboat Book Puzzle Series My Red Puzzle Book My Blue Puzzle Book

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Write a group of sentences on ditto sheet. Have children read the sentences and choose the main idea from three answers. Underline correct one.	Ditto Sheets
G. Write several sentences that ask questions. How? Who? What? Why? When? Where? Ask child to tell what each sentence tells.	Chalkboard exercises Charts
H. Duplicate sentences. Have children draw funny faces beside the ones that are silly and serious faces beside factual sentences.	Ditto Sheets
IV. Silent reading should precede the oral lesson each day.	"Listen and Learn" No. 2, Children's Music Center, Inc.
A. Give child a list of three or four directions and ask him to read and do as the list says.	List of directions (teacher-prepared)
B. Use marker when necessary to prevent or correct left to right progression errors.	Markers
C. Display books attractively so as to encourage and motivate child to read freely.	Library corners
V. Utilize a tape recorder and allow each to record an oral reading lesson. Replay for emphasis on phrasing, enunciation, pitch, and expression.	Tape recorder Commercial phrase cards

READING - GRADE 2

BASIC SKILLS	BOOKS AND MATERIALS
I. Word Recognition Skills A. Increased sight vocabulary	Town and Country and Activity Book Allyn, Bacon, Fields
B. Hearing and seeing long and short vowels C. Uses simple suffixes - es, ed, ing, ly, n, est, er, ful, and other endings.	Friends All About and studybook, People on Parade and studybook, Winston and Co. Come Along and workbook, On We Go and workbook Houghton - Mifflin
II. Word Attack Skills A. Recognizes soft and hard sounds of "c" and "g"	Enchanted Gates and workbook, Shining Bridges and workbook, MacMillan and Co.
B. Understands silent "e" use C. Understands some ending rules	Corky, Jim, and Hickory Series, Basic Goals in Reading Skills, grade 2, New Practice Readers Book A - McGraw - Hill
D. Understands vowel digraph rules	Eye and Ear Fun Book 2 Webster Division, McGraw - Hill Book Company
III. Comprehension	My Green Puzzle Book, New Puzzle Pages Books 1 and 2 McCormick - Mathers
A. Distinguishes between real and imaginary events B. Recalls story details	Play Time Steck-Vaughn Co. Weekly Reader Publications

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Repetition and reinforcement of previously taught skills	"Speech to Print," Durrell - Murphy
A. Continue vocabulary drill from textbooks, word lists and functional areas.	Textbooks, unit work for incidental vocabulary
B. Introduce and present repeatedly pictures, phonics cards and words illustrating long and short vowel sounds.	Teacher-prepared activities
C. Use flip cards that exchange suffixes. Ask the children to read the newly formed words.	Phonics flip cards
II. Review at regular intervals consonant sounds.	Teacher-prepared quizzes
A. Introduce the second sounds of "c" and "g" with suitable illustrations. "Circus" and "Giraffe" are good examples.	Picture cards, word lists, word cards
B. Present chalkboard drill using such words as hop, hope, pin and pine to illustrate the change in the vowel sound preceding a silent "e".	Phonics drill cards
C. Introduce such words as baby, babies, party, parties, etc. to illustrate changing "y" to "i" before adding "es" endings.	Mimeographed material
D. Using the rhyme; "When two vowels go walking, the first one does the talking," to illustrate a long vowel followed by a silent one.	Chalkboard drill Phonics rummy
III. Repeated exercises in which child must supply answers or ideas pertaining to discussion or reading material	Classroom experiences Experience charts
A. Written exercises in which child must read a sentence or story and determine if they could actually happen.	Reading workbooks
B. Games in which the details of a story are written on separate file cards. Distribute cards to each child, allowing him to answer questions about the story with the correct card.	File cards Construction paper

READING - GRADE 2

BASIC SKILLS	BOOKS AND MATERIALS
C. Recalls sequential order of events	Hicky - Book 2 Charles E. Merrill
D. Generalizes and makes inferences	
IV. Silent Reading	Red Deer, the Indian Boy Book 2 Charles E. Merrill
A. Rereads for specific purposes	
B. Begins to read silently without vocalization, finger pointing, or lip movement	
C. Reads independently many books for pleasure and interest	
V. Oral Reading	
A. Keeping the place	
B. Recognizing sentences, paragraphs	
C. Enunciating clearly	
D. Pronouncing to be heard	
E. Reading with expression	
F. Indicating change in character by voice change	
G. Using context clues for distinguishing meaning	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Present details of a familiar story on card strips. Ask the child to arrange them in sequence.	Tagboard
D. Follow a reading lesson with such questions as "What might have happened next?" or "Can you think of another ending for this story?"	Teacher-prepared activities and charts
V. Gradually increase written directions or instructions which depend upon silent reading.	Daily assignments
A. After a reading lesson, prepare several questions pertinent to the story. Ask the children to reread the story silently and answer these questions and use workbook with stories.	Teacher-prepared worksheets
B. Encourage child to hold book with both hands (to prevent pointing), or holding a finger over his mouth to prevent vocalization and lip movement.	Teacher-directed activities
C. Before lesson begins teacher asks children, "With what are we going to read?"	Library Books
V. Utilize role playing, and simple dramatizations to encourage fluent, expressive oral reading.	Peabody Language Development Kit #2

INSTRUCTIONS FOR ADMINISTERING PHONETIC INVENTORY

BASIC SKILLS

I. Names of Letters

A. Present list of letters of alphabet arranged in random order.

1. Use alphabet cards for younger children.

B. Ask child to name the letters.

C. Record errors, such as: g = j.

Interpretation:
Correct name of letter - g; child calls letter j.

D. Record omission, such as: h.

Interpretation:
Child omitted letter h, or said he did not know the name of it.

II. Initial Consonants, Blends, Final E Sounds, etc.

A. Present list of letters of alphabet arranged in random order.

Use alphabet cards for younger children.

B. Ask child to give sound of each letter.

C. Record errors or omissions as outlined below:

Interpretation:
g = j Name of letter g; child gave sound for j.
m = n Name of letter m; child gave sound for n.
qu= Child omitte sound for qu

D. Administer only to place where child has nearly everything wrong. If child has more than 50% errors on sounds of initial consonants, do not administer blends, nor any elements beyond. If child misses more than 50% of initial consonants, it is not necessary to ask him to give the sounds for the remaining ones for purposes of establishing his mastery level since they are arranged in random order.

BOOKS AND MATERIALS

Names of Letters	Initial Sounds	Short Vowels	
	r	a	at
	g	e	let
	h	i	it
	m	o	not
	y	u	but
	w	y	hymn
	t		gym
	d		
	v		
	c-k	Long Vowels	
	x	a	ate
	n	e	eat
	z	i	ice
	l	o	over
	qu	u	use
	j	y	cry
	b		
	f		
	p		
	s		

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

ESSENTIAL PHONETIC ELEMENTS

Blends

pl	spl
tr	cr
ch-tch	ge-j
sm	fr
fl	squ
sn	thr
gl	gr
sh	al
pr	sw
br	wh
sp	bl
dr	spr
th	ce-s

Final E Sounds

ile	ete
ake	ame
oke	ipe
ome	ace
ore	are
orse	ore
ile	ime
age	ode
ive	ide
ove	ade
ure	ipe
ate	ape
ice	one
ize	ine
able	

Two Vowels Together

ee	ail
uit	air
eet	eam
eep	eem
ead	ie
ease	ai (
eat	ay (_a
eak	ey (
oar	ei (
aid	oach
een	oast
eel	east
eek	eal
eech	ear
ue	

Small Words

in	old
and	ought
is	itch
as	age
at	oil
an	ore
am	oar
it	aid
all	eel
ill	of
up	under
out	for
our	less
ink	extra
arm	able

Short Vowel Sounds

ig	ix
un	unk
ack	itch-ich
ut	ish
um	ment
ell, el	ance, ants
og	ess, es
id	om
en	ith
ot	ick
op	int
ap	onk
ent	arch
oss	ob
ilk	

Non-Phonetic Sounds

ook	ood
own	igh
	tion
$\bar{o}$wn	tch
oy	orn
	ound
oi	au (o
ay	aw (o
ouse	
ank	gh (f
ool	ph (f
$\bar{o}$ll	oll, all
ow	$\bar{o}$w
oom	ar
oot	ough
ight	rd
uy	ern
arn	alk
ove (of)	

PHONICS -- PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
I. Names of letters A. Listen to and say names of letters. B. Match, trace, copy letters. C. Recognize likenesses, differences in letters. II. Initial Sounds A. Hearing, saying sounds correctly B. Recognizing consonants C. Knows initial sounds with pictures, spoken, printed words. D. Learns single consonant sound in final position or at end of word. III. Blends A. Associating and knowledge of consonant sounds with two-letter consonant symbols B. Recognizing, associating consonant blends in spoken, printed words IV. Vowels A. Identify, short and long vowels B. Associating vowel sounds with correct vowel symbols C. Identify single consonants with vowel sounds D. Recognition of consonant and vowel sounds in spoken and printed words	Zip's Book of Puzzles, Weekly Reader Practice Books Phonics Skilltext, Parts A & B, Charles E. Merrill Phonics and Word Analysis Skills, Continental Press Working with Sounds, Barnell Loft Teacher Guide, Little Rock Public Schools Speech to Print, Durrell Murphy Happy Times with Sounds, Allyn Bacon

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Name of Letters A. Pupils listen to recordings for names of letters. B. Match letters with objects. Example: "b" with object ball. C. Trace and copy letters made with dots. II. Initial Sounds A. Use words from word list or basic readers for letter sounds. B. Pupils repeat words then initial sound in words. C. Match beginning picture names with beginning sound. D. Frame consonant letter sounds at end of words. III. Blends A. Use "yes"and "no" cards for studying blends. B. Clap hands when sound recognized or draw a line under correct blend. IV. Vowels A. Letter and word cards can be used to introduce single vowels and their symbols. B. Let pupils say, "Short $\breve{a}$ as in apple, or long $\bar{a}$ as in ape." C. Teach single consonants with vowel, then simple blends with vowel. D. Pupils repeat word, then say sound of consonant or vowel in word.	Letter-word cards Rocket chart Pictures, commercial or teacher-made Duplicate sheets Alphabetical picture cards Tag board Chalkboard Phonics game cards Picture dictionary Wall charts Films Tape recorder

BASIC SKILLS	BOOKS AND MATERIALS
1. Listening Skills A. Social listening skills 1. For enjoyment 2. While others speak 3. For information B. Ability to follow oral directions. 1. Specific directions or command words 2. For information to become a member of a group C. Ability to note differences in sound 1. Listening to voices 2. Listening to animal sounds 3. Listening to sound variations D. Ability to recognize sounds in rhythmic patterns 1. Ability to distinguish words beginning with similar initial sounds 2. Ability to recognize words which rhyme 3. Ability to supply rhyming words E. Listen for specific facts and recall. F. Learn desirable ways to respond to speaker.	"Physical Education Handbook", L. R. Public Schools Peabody Language Development Kit #1, #2 Individual Corrective English, McCormick Mathers

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Listening Skills	
A. Arrange specific listening times for stories, records, and appropriate educational television presentations.	Educational TV programs
1. Utilize musical activities in which listening as well as activity is emphasized. 2. Show and tell activities. Emphasize courtesy as well as attention while others are speaking or reading.	Story records Appropriate stories and poems Film: Little Rock Public Schools "A Surprise for Jean"
B. Give each child the opportunity to accept and attempt to follow a simple direction.	Appropriate teacher-prepared activities
1. Give child a specific direction which he must follow. Example: "Raise your right hand. Touch your nose." 2. Group games. Example: "I went to town and bought a _____." Each child supplies a word and passes it on to the next child.	Classroom routine Simple games
C. Clapping patterns. Peabody Kit #1, page 80.	
1. Ask children to close their eyes and have another child speak. Children must guess who had spoken. 2. Teacher presents an animal sound and the child must guess the animal.	Simple listening games Film: State Department of Education "Baby Animals" "Circus Animals"
3. Ask child to listen to tapped rhythm. Then ask him to imitate it.	Simple musical instruments Pencils, blocks, dowel sticks Record: Nursery Rhymes and Mother Goose Songs Rhythm Band Teacher-prepared charts
D. Repeated practice with nursery rhymes, poems, riddles and songs	
1. Teacher may repeat a series of words: see, saw, cow, sick. Child must choose the word which is incorrect. 2. Read nursery rhymes to child. He may clap his hands when he hears a rhyming word. 3. Read nursery rhymes or poems, omitting a rhyming word. Ask child to supply missing word.	Assorted nursery rhymes and poems
E. Use story records. Play a record and ask questions about it. Later dramatize or illustrate the story.	Film: Arkansas State Department of Education "The Hare and the Tortoise" "The Cuckoo Clock that Wouldn't Cuckoo"
F. Discuss appropriate responses such as nodding, clapping, laughing at the right time, asking questions, and commenting.	

BASIC SKILLS	BOOKS AND MATERIALS
11. Speech A. Words 1. Names of common objects 2. Children's names 3. Location of words 4. Names of colors 5. Size 6. Sensory-tactile words 7. Action words 8. Courtesy words B. Phrase and sentence production 1. Answer questions in sentences. 2. Express needs in sentence form. 3. Articulate and distinct speech 4. Increase vocabulary 5. Tell a story or event in orderly sequence. 111. Auditory Training A. Ability to recognize correct sound of a letter B. Ability to produce correct sound of a letter in isolation C. Reinforcement of sound presented	Scott, Louise Binder, Speech Ways

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
11. Develop a descriptive vocabulary through sounds, names, riddles and rhymes.	
A. The child should become familiar with single words before phrases and sentences are presented.	
1. Present picture. Ask child to identify it.	Commercial or teacher-prepared picture cards
2. Utilize games using all children in the group, such as: "Who are you?"	Tape recorder
3. Ask questions requiring a single word answer.	Peabody Kit #1, page 48
4. Answer questions with color words. Example: "This book is _____."	Color charts
5. Use objects of 2 or 3 different sizes to allow child to distinguish big-little, fat-thin, etc.	Common objects: books, sponges, pencils, etc.
6. Allow child to feel a number of objects to distinguish hard-soft, rough-smooth, etc.	Cotton, sandpaper, velvet, etc.
7. Ask child to perform different type of action as teacher says the word.	
8. Role playing, parties, etc., in which the use of "Please" and "Thank you" are included and repeated.	
B. As child begins to master the use of single words, begin emphasis on the use of phrases and sentences.	
1. Ask simple questions to which the answer is to be given in complete sentence. Example: "What is your name?"	Peabody Language Development Kit #2, page 51
2. "Who am I?" activity.	Teletalk
3. Continuous activities in which clear speech is stressed	Tape recorder, toy telephone
4. Daily activities by which child learns more than one meaning for a single word	
5. Read a story to the child or allow him to hear a record. After several repetitions, ask him to tell the story to the group.	Story records Film: Little Rock Public Schools "Story Telling-Can You Tell It In Order?"
111. Begin ear training to teach child sounds of letters in combinations and in isolation.	Show and tell activities
A. Give specific names to each letter or sound. Example: "S" is the snake sound.	Commercial phonics or alphabet cards
B. Present a letter to the child. Ask him to trace the letter in clay, sand or in the air as he says the sound of the letter.	Clay, sand, sandpaper
C. Utilize nonsense syllables, tongue twisters and songs for repetition of sounds. Ask child to reproduce sounds as he watches himself. Replay tapes of child's own speech.	Mirror Tape recorder

BASIC SKILLS	BOOKS AND MATERIALS
1. Recognition of a sound in initial, final, and medial position	Speech-to-Print Kit, Durrell-Murphy Peabody Language Development Kit
2. Use of consonants and vowels in words	
IV. Written expressions	<u>English Your Language</u>, 1 & 2, Allyn Bacon
A. Ability to copy written material	<u>English</u>, 1 & 2, Continental Press
B. Creative writing	
C. Correct grammatical usage	
1. Ability to use a period or question mark	
2. Correct word usage	
3. Use of titles and initials	
4. Letter writing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Collect simple pictures in which a letter sound can be stressed in several positions in a word. Example: g in goat, figure, pig Use these pictures repeatedly for stress on these letter sounds. 2. Gradually increase child's language use from single sounds to words and phrases, and from phrases to short sentences.	Assorted pictures Commercial phonics cards Phonics lotto Experience charts Phrase cards Story books
IV. Written expressions	
A. Use child's own name, address, and phone number as first examples of copy work. Emphasize the importance of capitalization in names, beginning words in sentences, days of week, holidays and months.	Related charts Tag board
B. Write a short creative sentence.	
C. Correct grammatical usage	
1. Play game in which child has 2 cards: 1 period card, 1 question mark card. Teacher read a sentence and allow child to respond with correct ending card. Later transfer this exercise to written work. Reverse sentence to ask a question. The boy is home. Is the boy home?	Related teacher-prepared games and activities
2. Oral and written exercises to stress good English usage. Example: Correct use of "I" and "me". Correct use of endings "s, ed, ing". Use chart in which root word is in black and endings are in color.	Teacher-prepared charts, exercises, word cards
3. Begin presentation of abbreviations in titles of parents or teachers. Explain use of capital letters and periods.	Charts Related written exercises
4. Begin letter writing with a "Thank you" or "Get well" letter from chalkboard. Emphasize format, capitalization and punctuation.	Stationery, envelopes Related films and filmstrips

WRITING - PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
I. Pre-writing Skills	"Visual Motor Skills" Level 1 Workbook, Continental Press
A. Control of large muscle movements	
B. Beginning control of small muscle movements	"Visual Motor Skills" Level 2 Workbook, Continental Press
C. Development of eye-hand coordination and finger dexterity	
D. Ability to hold and use crayons and pencils	"Sequential Preceptual Motor Exercises" Worksheets, Frostig
E. Ability to trace letters and words	"Pre-writing Recorder" Workbook, Zaner-Bloser
F. Ability to write and color within certain lines	
G. Ability to recognize and write own name	"Handwriting" Workbook, Zaner-Blaser
II. Manuscript Writing Skills	Fun with Writing, Whitman Publishing Company
A. Small letters, numbers and capital letters	Handwriting Made Easy, Noble and Noble, Inc.
B. Words using above letters in all positions in words	I Learn to Write, Book 1, E. C. Seale & Co.
C. Sentences using these words	
D. Spacing and shape	Manuscript, Jenn Publications
1. Writing on lines with letters formed correctly	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Provide many experiences so as to allow the child to learn to manipulate arms, hands, and fingers coordinately.	
A. Exercises like "Angels in the Snow" Draw large circles on the chalkboard Tracing figures in the sand Finger painting	Chalkboard Paints Sand box Stencils
B. Use Peg-boards String beads Model clay	Peg-boards Wooden beads and string Modeling clay
C. Stack blocks Hammering Assemble simple jigsaw puzzles Cutting	Assorted blocks Hammering equipment Large jigsaw puzzles Scissors
D. Practice exercises using large unlined paper and simple line drawings and designs	Large pencils and crayons Mimeograph materials Mazes
E. Provide tracing paper and crayons. Ask child to trace teacher-prepared exercises using different colored crayons for each word.	Tracing paper Alphabet cards
F. Use squared paper and teach dot to dot letters. Connect 2 dots. Start with vertical lines, horizontal lines, diagonal lines, circular motion, half circles and circles	Squared paper Dot to dot games Coloring material
G. Require each child to place his own name on all papers or activities which he produces.	Desk name tags Teacher-prepared name charts
II. Manuscript Writing	
A. Teach one letter and one number a day. Use wide lined paper. Use sheet with teacher's example so the child can follow spacing and shape. Color cues sometimes help at this stage. Use blue for base line, red for top line. Use a small "x" to indicate starting points.	Alphabet desk cards Large pencils Primary Ball-Point pen Zaner-Bloser
B. Chalkboard exercises Flash cards	Squared paper Wide line paper
C. Teacher-prepared exercises using simple sentences on child's reading level	Experience charts Mimeographed materials
D. Practice exercises on chalkboard, followed by simple, short written exercises.	Appropriate books Teacher-prepared exercises

WRITING - PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
2. Making letters the same size 3. Use of correct spacing between letters and words E. Ability to copy simple sentences, letters, and titles F. Ability to make letters and numbers without a copy G. Legibility and accuracy	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
E. Teacher-prepared exercises F. Children should be able to make the letter, when called, without looking at chart. This can be played as a blackboard game. Divide into teams. The side that can produce the most written letters wins. G. Emphasize legibility and accuracy in all areas and levels of achievement. Reward with praise.	Chart tablets for demonstration

SPELLING -- PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
I. Pre-Spelling Skills	"You Can Spell" Grade 2 Workbook, Allyn Bacon
A. Ability to recognize words by sight	"Language Mastery Speller" Grade 2 Workbook, Charles E. Merrill
B. Ability to associate beginning sounds with letters	
C. Ability to recognize words that begin alike	
D. Ability to write letters of the alphabet	
E. Ability to use configuration skills	
II. Beginning Spelling Skills	
A. Give diagnostic test at this time to determine if child can spell any words or is able to supply beginning sounds. Child should know 8-10 words about the time he starts spelling lessons.	Reading vocabulary list included in guide
Present a method for learning to spell and be consistent about using it.	
1. Cover-write method a. Look at the word and say it; then write it 2 times without looking at model. b. Cover the word; write it once while you say it; check to see if it is right. c. Repeat above steps. 2. Phonetic - structural method Encourage consistent work habits according to method presented.	
B. Give spelling tests and inventories as needed. Use words from basic reading lists.	Sentence Books or Golden Book Dictionary
Adjust the number of words per week to the child's ability.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Pre-Spelling Skills	
A. Use words from child's own reading material as an inventory of sight vocabulary. Begin spelling at a level below reading level.	Dolch cards Reading vocabulary list included in guide
B. Auditory or visual activities in which the child should be able to fill in the missing letters with either picture clues or sound clues. Ex._____ap	Mimeograph materials
C. Present a series of words so child can circle sounds that begin alike.	Teacher-prepared activity sheets
D. Writing activities in which child is asked to copy letters, short words, and simple sentences.	Writing charts
E, Use configuration cards for exercises in which child is asked to match similar shapes or configurations. Later, child may be able to match shape with appropriate word.	Teacher-made or Commercial Configuration Cards
II. Beginning Spelling Skills	"You Can Spell" Workbook, Allyn Bacon
A. Ability to copy sentences using the spelling words	"The Reading Road to Spelling" Grade 3 Workbook, Harper and Row Company "Language Mastery Speller" Grade 3 Workbook, Charles E. Merrill Webster Speller, McGraw Hill Company
1. Use words in oral and written sentences - underline spelling word in written sentence.	
2. Find word in Reader or chart.	
B. Ability to write spelling words from memory	

SPELLING - PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
III. Functional Spelling Skills A. Use of spelling skills in related subject area B. Use of spelling skills in daily living 1. Letter writing 2. Alphabetizing skills 3. Pre-vocational skills	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III. Use incidental vocabulary from unit work as supplementary spelling words.	"My Spelling Book", Little Rock Public Schools
A. Use charted stories and ask child to find his spelling words in this and other reading materials.	
Begin sentence dictation, emphasizing correct spelling and punctuation.	Newspapers
B. Use newspapers and find spelling words in grocery, furniture and clothing advertisements. Use these words to make simple grocery and shopping lists.	Magazines
1. Utilize short letters as often as possible for simple information and "thank you" notes.	Stationary and envelopes
2. Begin simple filing. Use small card files. Use telephone directory in daily activities in which each child must locate name, address, and phone number of either an individual or a business.	File card box, dividers, file cards, flash cards Teacher-made charts and materials
3. Begin using simple forms such as club memberships and order blanks so as to prepare child for completing application forms later.	Membership cards

DIRECTIONS FOR ADMINISTERING THE COLOR WORD TEST

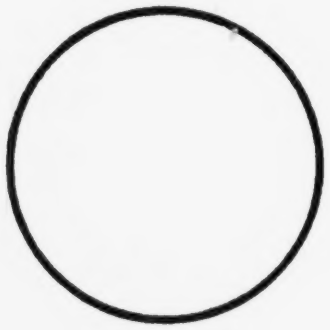
1. Provide the child with a box of eight colors that have the color name concealed or removed. Be sure he does not have access to any other colors and cannot see other students work. Ask the child to color each circle by the word beside it.

2. Observe manner of coloring and hand-eye coordination. If the child asks a color word or what color a crayon is, simply say, "You decide and do as you think is right."

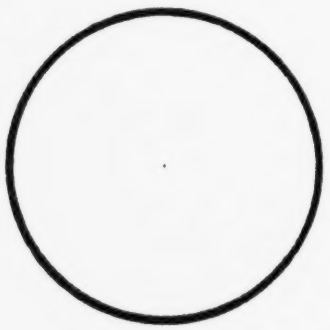
3. When he has finished, ask him to read each color word. Mark a C in red by each that is correct. Mark each unknown word with a DK in red. Count as right only those for which the word and the color are correct.

4. Make a notation on bottom of the paper or on the back concerning your observations.

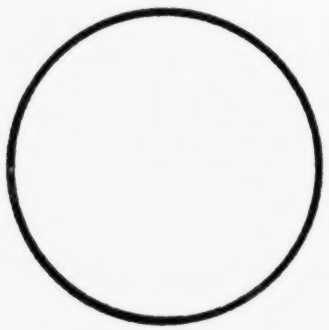
5. Teach colors and color name that the child fails to recognize.



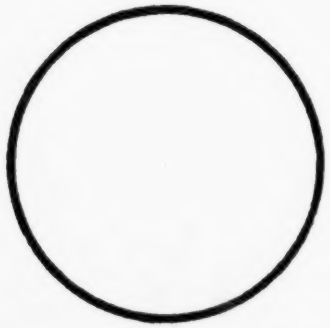
blue



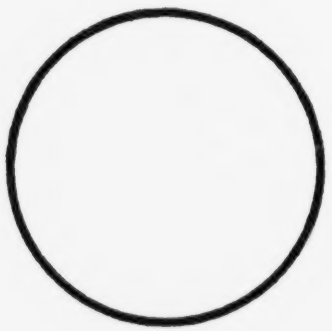
red



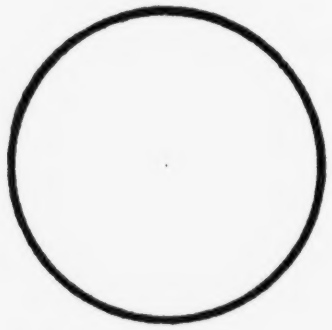
yellow



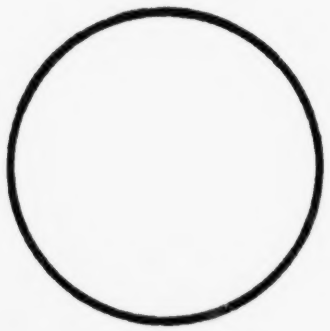
green



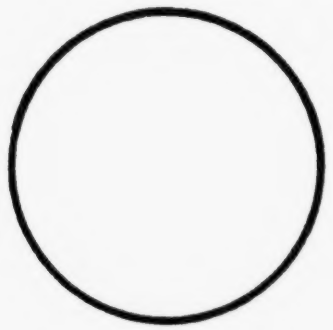
brown



black



orange



purple

Directions for Administering

1. Have the child write his full name in the upper right hand corner of the paper. You may need to write the full date.

2. Read instructions for the first part of the test to the child. When finished, the teacher should give the instructions for the second part of the test.

3. Ask the child to read the instructions for the third part to the teacher. Underline any word on which you supply help.

4. Score each item in the 3 parts. The total correct is 26. Write on the back of the page your observations and comments so these can be used later when planning instructions.

Number Concept Test

Part I

Put the right number of balls after each number below:

1 _____

4 _____

6 _____

9 _____

5 _____

2 _____

7 _____

3 _____

8 _____

10 _____

Part II

Put the right number after each word:

s e v e n _____

f i v e _____

t e n _____

e i g h t _____

t h r e e _____

t w o _____

f o u r _____

n i n e _____

s i x _____

o n e _____

Part III

Draw 4 balls.

Color 3 balls blue.

Color 1 ball yellow.

_____

Draw five balls.

Color one ball green.

Color four balls red.

_____

MEASUREMENT TEST

1 foot	= _____	inches
1 yard	= _____	inches
1 yard	= _____	feet
1 pound	= _____	ounces
1 quart	= _____	pints
1 gallon	= _____	quarts
1 minute	= _____	seconds
1 hour	= _____	minutes
1 day	= _____	hours
1 week	= _____	days
1 year	= _____	weeks
1 year	= _____	days
1 dozen	= _____	things

Seasons: summer, fall (autumn), winter, spring

MONEY TEST

1 penny	= _____	cent
1 nickel	= _____	cents
2 nickels	= _____	cents
1 dime	= _____	cents
2 dimes and 1 nickel	= _____	cents
5 nickels	= _____	cents
2 quarters	= _____	cents
3 quarters	= _____	cents
4 quarters	= _____	dollar
2 quarters	= _____	dollar
2 half-dollars	= _____	dollar
¢	= _____	sign
$	= _____	sign
	= _____	sign

INVENTORY OF PRIMARY ARITHMETIC TEST

Arithmetic Check List

1. Number sequence: (Oral, read by teacher)

   a. When I say 1, 2, 3, 4; what comes next?
   b. When I say 5, 10, 15, 20; what comes next?
   c When I say 2, 4, 6, 8; what comes next?
   d. What number is left out? 1-2-3-4-5- -7-8-9.
   e. What number is left out? 10-20-30- -50-60.
   f. What number is left out? 100-200- -400-500.

2. Reading numbers:

   a. Read these numbers for me: 5, 8, 9.
   b. Read these numbers for me: 21, 34, 47.

3. Fractions: (Teacher may use pie plate for a, b, c.)

   a. What part of this pie is eaten?
   b. What part of the pie is not eaten?
   c. How many halves make a whole pie? A half pie?
   d. How many eggs in a half dozen?
   e. How many quarters does it take to make a half dollar?

4. Use numbers in solving problems:

   a. Bob had 5 pennies. He spent 1 penny. How many pennies did he have left?
   b. Mary had 2 cents. Her aunt gave her 3 cents. How many cents did she have in all?
   c. How many 5 cent ice cream cones can you buy for a dime?
   d. Jimmy is 4 years old. His sister is 1 year younger. How old is she?
   e. John has 20 pennies. He wants twice as many. How many does he want?
   f. Carol was invited to a 3 o'clock party. She got there at 3:30. Was she early or late? How late was she?
   g. If I gave 9 blocks to 3 children, how many will each get?

5. Knowledge of precision instruments: (oral)

   a. What is the thing we use to tell what time it is?
   b. What is the thing we use to find how long a room is?
   c. What is the thing we use to tell the day of the month?
   d. What is the thing we use to tell how warm or cold a room is?
   e. What is the thing we use to tell how heavy a child is?

6. Units of measure: (oral)

   a. How many cents in a nickel?
   b. How many cents in a dime?
   c. How many cents in a dollar?
   d. How many nickels make a dime?
   e. How many days does it take to make a week? How many school days?
   f. How many hours is it from noon today to noon tomorrow?

7. General uses of numbers:

   a. How many sides has a square?
   b. How many things is a pair of things?
   c. What is the name of the last day of the week?
   d. What is the date of your birthday? (Month and date)
   e. We buy tea by the pound. How do we buy eggs?
   f. We buy sugar by the pound. How do we buy milk?

Sourse: Adapted from How to Make Arithmetic Meaningful by L. J. Brueckner and Foster E. Grossnickle, Philadelphia, The John C. Winston Company, 1947. pp. 56-58.

Directions for Administering

Addition Placement Test

1. Give the child a sheet of Addition Placement Test. Have child write his full name in the upper right hand corner of the page. Write in the full date.

2. Instruct the child to write the answers to the addition facts as fast as he can without counting. Tell him to leave out all that are too hard, and those on which he had to count.

3. Correct child's paper. Record results on his paper.

4. If child misses nearly all addition facts, begin with that level of arithmetic workbook until mastered. There is a mimeographed workbook for each line of facts on the test in the Special Education Department of Little Rock.

1	2	1	5	1	4	1	3	1		
3	1	4	1	2	1	5	1	1		
2	4	3				3	2	2		
2	2	3				2	4	3		
5	3	4	4	5	3	2	4	5		
2	4	5	4	4	5	5	3	3		
6	1	2	1	9	8	1	7	6	1	
1	8	6	7	1	1	6	1	2	9	
6	4	5	3	2	8	3	7	6	7	8
3	6	5	7	7	2	6	3	4	2	2
2	5	9	3	9	4	9	9			
9	9	4	9	2	9	5	3			
6	8	7	9	9	9	9	6			
9	9	9	8	6	9	7	6			
7	6	7	5	3	7	8	4	3	4	7
4	7	7	7	8	6	4	7	8	8	5
7	8	6	8	8	8	5	5	6		
8	5	5	6	8	7	8	6	8		
90	17	30	83	91	60	72	60	80	70	100
10	10	35	10	90	18	80	54	67	37	91

Directions for Administering Addition Process Test

1. Give the child a sheet of 100 Addition Facts. Instruct him to write the answers to the addition facts as fast as he can without counting. Correct child's paper before presenting Addition Process.

2. If child has approximately 50% of Addition Facts correct, administer Addition Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Addition Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test. Examples: errors in facts, started from left--carried to right, carried 1 instead of 2, omitted $.

   If child has 6 or more examples wrong, it is not necessary to test further at that time as child needs instruction in addition.

8	6	7	8	8	8	7	9	5	9
6	9	0	5	0	4	9	3	7	8
			5						
3	6	5	3			13			
3	3	6	0	20	26	32	10	2	
4	4	2	4	32	30	12	404	521	
3	2	0	2	47	1	11	33	31	
2	3 5	5	4	10	22	21	342	405	
							80		
10	342	28			77	79	75		
71	342	28	40	449	47	64	92		
102	133	433	234	236	96	77	43		
416	169	346	816	148	76	79	61		
				$96.50		$15.03			
				45.68		36.72			
96	$1.50	$5.47		67.63	.73	53.45		.68	
78	.14	4.48		33.96	9.68	67.66		7.32	
7	6.75	7.92		55.34	4.76	43.32		3.56	
60	8.50	.97		75.06	8.84	83.00		5.04	
56	2.27	3.95		50.73	5.31	69.77		9.64	

Directions for Administering Subtraction Placement Test

1. Give the child a sheet of Subtraction Placement Test. Have the child write his full name and date in the upper right hand corner of the page.

2. Instruct the child to write the answer to the facts as fast as he can without counting. He is to omit those facts that are too hard or those facts on which he has to count.

3. Correct child's paper and record the results on the paper.

4. If child misses nearly all subtraction facts, begin with that level of arithmetic workbook until mastered. There is a mimeographed workbook for each line of facts on the test in the Special Education Department of Little Rock.

2 1	3 2	4 1	5 4	3 1	4 3	6 1	5 1	6 5	
4 2	5 3	6 2	5 2	6 4	6 3	5 3			
7 2	7 5	9 5	7 3	9 4	8 3	8 5	7 4	8 4	
7 1	8 2	9 1	7 6	8 1	8 7	10 1	9 8	8 6	10 9
9 2	10 4	9 7	9 3	10 3	9 6	10 5	10 7	10 2	10 8
11 9	12 3	13 4	14 9	11 2	13 9	14 5			
16 9	15 6	17 8	18 9	16 7	15 9	17 9	12 6		
11 4	13 7	12 5	11 8	11 7	13 6	12 7	12 8		
15 7	14 6	14 7	13 8	16 8	15 8	11 6	14 8		
21 11	30 20	84 81	53 43	120 50	49 39	115 85	54 14		

Directions for Administering Subtraction Process Test

1. Give the child a sheet of 100 Subtraction Facts. Instruct him to write the answers to the subtraction facts as fast as he can without counting. Correct child's paper before presenting Subtraction Process.

9 8	6 0	9 6	5 0	8 3	7 4	9 3	8 8	7 0	8 7
11 2	14 5	17 9	10 6	13 5	15 8	12 9	13 6	10 4	18 9

2. If child has approximately 50% of Subtraction Facts correct, administer Subtraction Process test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

67 16	837 411	37 25	864 232	58 27	98 48	425 325	84 54	736 436	92 32	1432 955	1123 476
1189 736	7647 4009	3493 120	815 569	7008 1300	3654 918	728 76					

3. Score Subtraction Process Test before administering any further arithmetic sheets.

8241 4470	6541 4155	2600 2253	5800 1332	4859 1991	15097 7020	1491 648

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

1110 999	1286 899	$6.00 1.49	$69.80 39.94	$7.20 4.98	$111.10 99.99	$16.00 6.98

If child has 6 or more examples wrong, it is not necessary to test further at that time as the child needs instruction in subtraction.

Directions for Administering Multiplication Process Test

1. Give the child a sheet of 100 Multiplication Facts. Instruct him to write the answers to the Multiplication Facts as fast as he can without counting. Correct child's paper before presenting Multiplication Process.

2. If child has approximately 50% of Multiplication Facts correct, administer Multiplication Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Multiplication Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

   If the child has 6 or more examples wrong, it is not necessary to test further at that time as child needs instruction in multiplication.

7 6	4 8	3 2	3 3	5 7	4 6	6 8	3 7	9 4	7 2
0 6	8 1	9 8	5 4	2 9	8 7	4 3	4 4	1 1	5 0
$4.56 7	605 1	$7.05 8	$7.50 6	$4.80 10	$600.96 4				
81 18	47 93	461 32	92 65	89 93	$8.30 59				
833 64	823 800	525 209	865 630	8391 502	$270 640				
987 607	402 175	2865 405	8096 6219	987 4700					

Direction for Administering

1. Give the child a sheet of 100 Division Facts. Instruct him to write the answers to the division facts as fast as he can without counting. Correct child's paper before presenting Division Process.

2. If child has approximately 50% of Division Facts correct, administer Short Division Process Test. Ask child to write his full name and date in the upper right hand corner of the page. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Short Division Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

   If child has 6 or more examples wrong, it is not necessary to test further. If less than 6 examples are wrong, administer the Long Division Process Test with the same directions.

Short Division Process Test

9)36	4)45	9)81	6)24	9)27	5)49	4)37
8)72	3)$15	9)45	2)9	9)17	6)30	7)21
6)306	9)549	7)497	3)964	5)152	8)409	
7)161	9)648	4)994	2)232	7)631		
8)4804	6)36042	4)4106	3)13827	7)47978		
4)46014	5)$255.10	6)168056				
7)2803	8)6402	8)648				

Long Division Process Test

31)3441	23)2783	41)495	10)965
32)999	82)1886	40)$12.86	75)6225
67)4154	53)$16.99	94)1974	43)1376
53)3421	85)2811	41)3444	100)2700
114)2649	65)2105	623)10400	121)2796
85)9021	348)35897	18)4200	69)695
224)6990			

BASIC SKILLS	BOOKS AND MATERIALS
I. Counting A. Match groups 1-10 1. Matching objects to patterns of objects 2. Matching grouped objects to grouped pictures 3. Matching groups of unlike objects 4. Matching groups of unlike objects to paper patterns B. Rote counting 1. Concrete - larger objects, 1-10 2. Concrete - smaller objects, 1-10 C. Rational counting 1. Association of numbers with objects 2. Matching of numbers with numbers D. Auditory and visual counting E. Identifies circles, squares, triangles, rectangles 1. Match 2. Draw dotted lines 3. Draw solid lines F. When child is familiar with numbers and names 1-10, teach 10-20. G. Number series by 2, 5, 10	Arithmetic Foundation, Level 1, Harr Wagner Co. Moving Ahead in Arithmetic, Holt, Rinehart & Winston One-By-One, Harcourt, Brace & World Arithmetic Can Be Fun, Lippincott & Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Counting A. 1. Place identical number of objects before teacher and child. Teacher places objects on construction paper in a group and child does the same. 2. Child takes a stack of cards with patterned objects, removing one sheet at a time, puts his paper beside it and arranges the objects to match pattern on construction paper. 3. Same ideas as above but pupil uses different objects to match pattern on construction paper. 4. Use paper pattern of different colored squares arranged on child's desk. Child selects beads (from 3 more than needed) to match pattern. Give a series. B. 1. Begin with large objects or people in classroom. Example: "There are (16) chairs." Class counts silently while one counts orally. Select correct number card and write number on board. 2. Continue counting with smaller objects, such as: feet, hands, etc. Teacher distributes pencil to each pupil, and unlike number of pieces of paper. Pupil asks for more paper to have 5 sheets, or returns some to have 5 sheets. For showing digits, use dots, rings, squares, etc. C. Teacher pastes rows of colored pictures in manila folder. Pupil covers with pliofilm and marks number. Use correct number of jacks, beans, corn, rock to place over picture to correspond with written number. Use real objects and people to illustrate pairs, gloves, shoes. D. Teacher bounces ball and counts with children. Then bounce ball and have children count alone. E. Have work sheets with dotted lines, solid lines. Draw circle, square, triangle and rectangle on blackboard. Children copy. F. Use oral drill, blackboard work, seat work and word problems G. Class does rote counting of pupils, books, etc. Group objects.	Teacher-made cards of objects

BASIC SKILLS	BOOKS AND MATERIALS
H. Money 1. Current situations 2. Identify coins, paper money I. Ordinals	
II. Writing numbers, 0-10 A. Write the symbol - 0. B. Write the symbol - 1. C. Write the symbol - 2. D. Write the symbol - 3. E. Write the symbol - 4. F. Write the symbol - 5. G. Write the symbol - 6. H. Write the symbol - 7. I. Write the symbol - 8.	"Number Concepts" Level 1, Continental Press "Practice Exercises in Arithmetic", Continental Press "Playing with Numbers", Continental Press Numbers We See, Level 1, Scott Foresman American Arithmetic, Levels 1 & 2, Upton Fuller Developing Pre-Number Ideas, Holt, Rinehart and Winston First Steps in Understanding Arithmetic, Whitman Beginning New Arithmetic, McCormick Mathers The Modern Practice Book in Arithmetic, Level 1, Steck-Vaughn

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
H. Count real money, lunch money. Dramatize buying situations.	
I. Place same number of objects before teacher and pupil. Teacher explains first, second, next to last, second from last, middle, the one after the first.	
II. Writing numbers should be preceded by many motor skill activities, such as: writing in sand or in clay.	Clay, sand, or sandbox
A. Write symbol "0".	"Seeing Numbers" transparency, All-State Supply, Inc. Little Rock, Arkansas
B. Write the number "1" on the chalkboard. Child traces the number in the air, on the chalkboard. Practice with ditto sheets which begin with solid lines and proceed to dotted lines.	Teacher-prepared worksheets
C. Write "2" on blackboard. Ask child to name the number and draw it in the air. Practice with ditto sheet on which child must follow dotted lines and trace the number.	Mimeographed worksheets
D. Write "3" on chalkboard beside three circles. Children name the numbers and count the circles. Children draw number "3" in the air. Practice with ditto sheets of number "3" drawn with dotted lines.	Mimeographed worksheets
E. Four children stand in front of room. Write number "4" on chalkboard. Ask pupils to name the number and count the children standing. Practice with ditto sheets drawn with dotted lines.	Mimeographed worksheets
F. Write number "5" on chalkboard. Place five books on table. Ask child to name the number and count the books. Reinforce with ditto practice sheets.	Mimeographed worksheets Books Chairs
G. Write number "6" on chalkboard. Label 6 chairs with number cards and place them at the front of the room. Ask child to read the number and count the chairs. Reinforce with ditto sheets of number "6".	"One to Five" chart, All State Supply, Inc., Little Rock, Arkansas
H. Write number "7" on chalkboard. Place 7 spoons on table. Ask child to name the number and count the spoons. Reinforce with ditto sheets.	Plastic spoons Ditto worksheets
I. Write number "8" on chalkboard. Place 8 pencils on table. Ask child to name the number and count the pencils. Follow with ditto practice sheets.	Pencils

BASIC SKILLS	BOOKS AND MATERIALS
J. Write the symbol - 9.	
K. Write the symbol - 10.	
III. Reading Numbers	Basic Arithmetic, Level 1, Harlow Publishing Co.
A. Number recognition through 10	Ready to Begin Numbers, Holt, Rinehart & Winston
B. Number names through 10	We Begin Numbers, Holt, Rinehart & Winston
IV. Fundamental Processes	
A. Grouping	Arithmetic Primer, Row Peterson Company
B. Number sequence	"Numbers We Need", Ginn & Company
C. Addition	Working With Numbers, Grade 1, Steck Vaughn
D. Problem Solving	"The Happy Ways to Numbers", Holt, Rinehart & Winston
1. Daily 2. Appropriate level	How to Make Arithmetic Meaningful, Winston
V. Measurement	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
J. Write number "9" on chalkboard. Place 9 rulers on table. Ask child to name the number and count the rulers. Use ditto sheet for further practice.	Rulers
K. Write number "10" on chalkboard. Place 10 objects on table. Ask child to name the number and count the objects. Follow with ditto practice sheets.	Any familiar objects
III. Child must become aware of the concept of symbols before he is able to read them meaningfully. Matching objects with the written number symbol should develop this concept.	Filmstrip: Little Rock Public Schools "We Learn Numbers"
A. Supply child with sets of cards having (1) objects only, (2) number symbols only, (3) objects and symbols combined. Ask child to use these as a guide to make his own set.	Commercial number cards Tagboard
B. Utilize matching games and written exercises in which child must match number with its number name.	Commercial or teacher-prepared charts of numbers and number names
IV. Only after child has gained good mastery of number symbols, should basic process be begun.	"Mother Hubbard's Seat Work Cupboard", Hale & Co.
A. Provide many experiences with concrete objects in which the child gains skill in recognition of groups or sets. Use objects such as: shoes for 2, tricycle wheels for 3, wagon wheels for 4, and fingers on hand for 5.	Filmstrip: Little Rock Public Schools "How Many"
B. Use number lines, oral drill, chalkboard exercises and ditto practice sheets to introduce and reinforce the concept of sequence of numbers. The child should be able to recognize numbers falling before, between, and after any other number.	Flannelboard number aids, Instructo Company Number charts
C. Addition should be introduced with concrete objects and assigned at graded levels and rates of speed. Structured worksheets or workbooks should be used throughout beginning addition.	Blocks, beads, counting frames, pegboards and pegs Addition Placement Test (included in this guide)
D. Use classroom situations in order to put number concepts to practical use. 1. Use numeral skills to find pages in book. 2. Make word problems on level children are performing.	Experience charts Chalkboard drill
V. Measurement concepts can easily be related to daily living and should be included to some degree daily.	Films: "Arithmetic in the Food Store" "The Old Woman in a Shoe" Coronet Instructional Films 65 E. South Water Street Chicago, Illinois 60601

BASIC SKILLS	BOOKS AND MATERIALS
A. Time 1. Minute 2. Hour	First Days with Numbers, Level 1, American Book Co.
B. Calendar 1. Days 2. Weeks 3. Months 4. Years	Using More Numbers, Holt, Rinehart & Winston More About Numbers, Holt, Rinehart and Winston Two by Two, Harcourt, Brace & World
C. Length 1. Inches 2. Feet 3. Yards	Using Numbers, Holt, Rinehart and Winston
D. Weight 1. Ounce 2. Pound	
E. Liquid 1. Cup 2. Pint 3. Quart 4. Gallon	
F. Money 1. Penny 2. Nickel 3. Dime 4. Quarter 5. Dollar 6. Half-dollar	
VI. Fractional Parts 1. 1. One-half - 1/2 2. One-fourth - 1/4 3. One-third - 1/3	Introduction to Fractions, Instructo Company
VII. Ordinal Numbers 1. First to fifth	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VI. Use any situation within the classroom to illustrate one-half of the whole. Stress that halves must be equal. Use correct objects.	Books, chairs, pencils, etc. Cutouts of circles, squares, rectangles
VII. Develop ordinals as with rational counting in sequence by counting. Directions such as: color the third ball, etc. may be helpful.	Worksheets Charts, classroom objects

BASIC SKILLS	BOOKS AND MATERIALS
VIII. Vocabulary - Primary	
A. Concept of size	
1. Big - little	Balls, beads
2. Long - short	Yardstick, ruler, pencils
3. Narrow - wide	
4. Thick - thin	Cake, cookie
5. Short - tall	Boys and girls in classroom
6. Light - heavy	Books, paper
B. Concept of amount	
1. Empty - full	Glasses, jars, cups
2. Slow - fast	Classroom situation
3. Few - many	Cookies, chairs
4. Less - more	Games, beans, buttons, blocks
5. Some - all	Coins, candy, pencils
6.. Pair - double	Clothing - shoes, socks, gloves
7. Teaspoonful - tablespoonful	Foods
8. Whole - part	Pie
C. Concept of position	
1. Under - over	Balls, erasers
2. Below - above	Pictures of airplane, fish
3. In front of - behind	Classroom situation
4. Top - bottom	Games
5. Middle - between	Games
6. Beside - next to	Singing game
7. Left - right	Clothing, sweater
D. Direction or location	
1. Up - down	Playground activity
2. In - out	Game
3. On - off	Dressing and undressing
4. High - low	Physical education situation
5. Near - far	Classroom

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
A. Size 1. Big-little tops, balls 2. Long - short pencils or crayons 3. Strips of paper 4. Thick - thin cookies 5. Pictures of tall people - short people 6. Heavy - light packages	Filmstrips: Little Rock Public Schools Catalog of Teaching Aids 525a "Taller, Shorter, Longer, Smaller"? Number concept
B. Amount 1. Place water in containers. 2. The turtle is slow. The rabbit is fast. 3. Many children in the room, but only a few girls 4. Have a candy game giving each child different amounts asking, "Who has more; who has less"? 5. Some girls play ball. All the boys play ball. 6. Pair of shoes, pair of socks 7. Preparation of foods - a tablespoon, used at meals - teaspoon. 8. Whole pie; cut into four parts	Pamphlet: 48j "Vocabulary - Circle I" Instructional material for Exceptional Children The Continental Press, Inc., 2336 Farrington St. Dallas, Texas 75207 Obtain from All State Supply Company, 1212 East 6th Street, Little Rock, Arkansas 350 "Ideas for Teachers 503 "Arithmetic Vocabulary Concept Chart"
C. Position 1. Play game of "Leap Frog" using ball or erasers. 2. Position of books on shelves 3. Who sits in front of you? Who sits behind you? 4. Top button or bottom button on sweater 5. Games - middle one in circle or between John and Mary 6. Stand beside the boy. Who is next to Janet? 7. Game - "Here We Go Looby Loo."	
D. Direction or location 1. Sliding board, swings, see-saw 2. Game - "In and Out the Window" 3. Put shoes on; take shoes off. 4. Jump high, jump low 5. How far can you run? How near is the store?	

MATHEMATICS - PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
E. Concept of shape	
1. Circle - round	Ball, top
2. Square	Box
3. Rectangle	Door in classroom
4. Triangle	
F. Concept of temperature	
1. Hot - cold	Weather
2. Warm - cool	Body temperature, water fountain
3. Freezing - boiling	Thermometer, hotplate
G. Concept of quantity	
1. Jarful	Jars
2. Handful	Pegs, blocks, sand
3. Cupful and glassful	Cups, glasses
4. Boxful	Small fruit boxes, strawberries
5. Teaspoon	Teaspoon
6. Tablespoon	Tablespoon
IX. Evaluation	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
E. Shape 1. Present ball to child; show marbles, clock in room. 2. Show child box, picture of box; draw box. 3. Show child door in classroom and stress shape. F. Temperature 1. In cooking, dishwashing 2. Seasons - spring warm, fall cool 3. Use tactile approach. Place pan of water on hot plate. Indicate on thermometer degrees of heat. Show freezing temperature. G. Quantity 1. Jar full of tempera paint, finger paint 2. Handful of pegs, blocks, sand 3. Cupful of cocoa, glass full of milk, water, fruit juice 4. Box full of strawberries, grapes, etc. 5. Play activities - feeding doll, taking medicine 6. Preparation of food - a tablespoonful, used in serving dishes at meals Use situations arising out of classroom and home activities to give practical meaning to this concept. IX. Administer tests included in this guide to determine child's mastery .	

INTERMEDIATE LEVEL OBJECTIVES

C.A. 10 - 13
M.A. 5 - 9

Students at the intermediate level should now be ready for instruction in basic tool subjects; however, there will be pupils of this chronological age still needing primary instruction. All children should be allowed an opportunity to progress in these areas in accordance with their ability. More emphasis should be placed on developing skills in language arts, and arithmetic. Instruction, activities and games of longer duration and broader scope may be utilized--curricular areas may be taught, reviewed, retaught and expanded.

Specific aims at this level are:

1. To help the child develop a realistic appraisal of his strengths and limitations
2. To emphasize self-discipline and emotional control
3. To provide training in character development
4. To encourage the child to work cooperatively with others
5. To emphasize the importance of good grooming and personal appearance
6. To help each child develop an awareness of health and hygiene values

BASIC SKILLS	BOOKS AND MATERIALS
Social skills at this level should include social studies experiences emanating from life-like situations for the purpose of developing desirable habits and attitudes in social living. The student should be encouraged to acquire habits, skills, responses and behavior for his better understanding of himself and his social world. The educational approach should be realistic with concrete experiences common to the home, school and community.	
I. Reinforcement of basic concepts introduced at the primary level; in addition students should be encouraged to develop:	
A. Punctuality	Refer to Social Competence - Primary Level Other Places, Winston and Co.
B. Good table manners	Our Good Neighbors, Bobbs - Merrill
C. Correct telephone use	
D. Good grooming	
E. Acceptable greetings to others	
F. Meeting strangers with acceptable caution	
G. Use of social courtesies without pressure from adults	
H. Relating the importance of the family and responsibility of the individual to the group	
I. Recognization of civic responsibility in school rules and community laws	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Refer to Social Competence - Primary Level A. Develop in children through daily experiences the necessity of punctuality, emphasizing that there is a definite time for doing things -- coming to school, recess, lunch, going home, going to work, etc. B. Discuss the value of good table manners. Develop a list of "Do" and "Don't". Conduct role play to demonstrate good habits of eating. C. Make use of unit developed by Bell Telephone Company. D. Prepare a bulletin illustrating "Good Grooming". Organize a "Good Grooming" corner in classroom, assign definite time to use the "Good Grooming" corner. Discuss the effects of good personal appearance in situations such as: making new friends, seeking employment, attendance at social affairs. E. Conduct role play in meeting new people. Have pupils tell "What would you do if . . . . .?" in meeting new situations. Prepare list of rules to guide pupils in making friends. F. Same as (E) G. Discuss and practice times to say "please", "thank you", "excuse me". Make dioramas using pipe cleaner figures, showing considerate acts, such as opening door for person carrying bundles, getting into line, etc. H. Discuss each person's role in the family, emphasize the importance of each person, the responsibilities of each family member. Discuss payment for chores done in home. List ways to help at home. Choose a new way to help at home. I. Discuss rules at home, in the classroom, and in the community. Discuss community projects and campaigns in which pupils can participate. Have elections.	List of "School Rules" on chart Refer to Social Competence - Primary Level Telephone Kit - Southwestern Bell Telephone Co.

BASIC SKILLS	BOOKS AND MATERIALS
II. Emotional Stability Develops wholesome mental attitudes: feelings of security, self-confidence, and feels free to discuss problems with the teacher. At this level the child should begin to recognize punishment as a result of misbehavior.	
A. Shows more stability in acceptance of self	
B. Develops assurance of being wanted and included	Peabodys Language Development Kit Level 2 and Level 3
C. Begins to accept limitations more realistically	
D. Begins to practice self-control and to develop self-discipline	
E. Begins to develop good interpersonal relationships	Working Together - Follett
F. Shows interest and tolerance for others	New Centerville Scott Foresman
III. Home and Family Students should know and be able to intelligently:	
A. Give the titles and names of 1. Parents 2. Brothers and sisters	"Following Directions" Barnell Loft. Ltd.
B. Respect the importance of each family member's responsibility to the family.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
II. See Emotional Stability - Primary Level	
A. Encourage child to participate in group activities. Conduct role play to show various ways in which people react to trying situations. Read stories about people who overcame handicaps such as Abe Lincoln, Helen Keller, George Washington Carver, and Franklin D. Roosevelt.	Filmstrips: F801-1 "Working Together in the Family" F801-2 "Learning to Use Money Wisely" F801-4 "Learning to Be Unselfish" F802-2 "Chuck Learns About Sharing" 777-2 "Consideration for Others" 777-1 "Respect for Property" Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
B. Encourage child to engage in sports and playground activities.	
C. Encourage child to keep individual work habits charts. Use personality rating chart for self-appraisal, rating by others.	
D. Encourage child to accept definite jobs and responsibilities. Discuss some acceptable personal traits -- courage, good-natured, even temper, dependability, avoidance of excessive anger, avoidance of sulking and undue worry	
E. Encourage child to accept some classroom duties. 1. Errands 2. Some classroom planning 3. Aid to other children	
F. Encourage child to participate in cooperative committee work for unit development. Discuss ways that pupils have shown consideration for others during past twenty-four hours. Develop a "Do Unto Others" chart -- a list of considerations we should have for others.	Story Telling Role Playing Sharing Period
III. Home and Family	
A. Discuss names and relationships of people who live in the home. Make a list of names of relatives -- practice writing these names -- tell how they are related. Cut out pictures from magazines to represent the members of the family. Paste on flannel. Use flannel board to count members, note missing members.	
B. Discuss each person's role in the family -- emphasize the importance of each parent. Name some of the things parents do for children. List ways children can help their parents.	

BASIC SKILLS	BOOKS AND MATERIALS
C. Decide which service organizations and personnel help the family 1. Policeman 2. Doctor 3. Dentist 4. Nurse 5. Clergyman 6. Druggist 7. Fireman 8. Mailman 9. Garbage collector 10. Bus driver 11. Milkman	Meet Our Friends, Bobbs-Merrill
IV. School, Neighborhood and Community	
A. Give the titles and names of school personnel.	Our Neighborhood, Bobbs-Merrill
B. Give the complete name and address of his school.	
C. Show the location of his local community on state map.	
D. Discuss some of the major industries and occupations in community.	
E. Discuss principle methods of communication and transportation -- telephone, buses, airplanes, automobiles.	
F. Discuss the points of interest in local community - museums, parks, monuments, city hall, court house, state capitol, churches.	
G. Respect the property of others.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Unit - Community Helpers Role play each community helper. Make booklets on community helpers. List on chart "People who help us everyday." Make a movie - "People Who Live in Our Town". Field trips to see some of these people at work in the community.	"Community Inventory" to evaluate child's knowledge of his own community.
IV. School, Neighborhood and Community	
A. Refer to School - Social and Personal Development - Primary	
B. Discuss the name of school (if possible, the origin of name), its location, how we get to school, (walk or ride). Practice writing name of school. Use school name in heading for all written work.	
C. Bulletin Board - Our Community Make booklets (in shape of Arkansas map)	Teacher prepared charts
D. Discuss how a community provides people with services, recreation facilities, schools, etc. Build a community including the major industries and their products. Field trips if possible.	
E. Units - Transportation and Communication	
F. Field trips to places of interest. Report on these trips. Study different facilities and what they have to offer. Find out how to reach each one, admission charges, hours open, and other special regulations. Display the city map and locate each place on it. Make a book of vacation spots in the city. Prepare a bulletin board showing maps, pictures of and important places and stories,written by the class.	
G. Discuss and dramatize acceptable behavior in situation such as: Recess and school yard, play, field trips, purchasing food in cafeteria. Make posters for display in cafeteria, corridors and other parts of building, illustrating various behavior expectations.	

BASIC SKILLS	BOOKS AND MATERIALS
V. Awareness of Cultural Heritage A. Become aware of general holidays: Halloween, Thanksgiving, Christmas, Lincoln's Birthday, etc. B. Show some awareness of current events and news media. 1. Knows the name of his city, state, and country 2. Knows the name of the President, Governor, first President, the name and location of the President's home, number of states in United states, the capitol of Arkansas, the capitol of the United States. VI. Health and Safety Important for the retarded child are basic habits and good attitudes toward healthy living. Adequate provisions should be introduced so as to stimulate a desire for higher standards of living in both individual and community life. The ultimate goal in this area should be the acceptance of personal responsibility for one's health and safety and the promotion of habits of self-preservation. A. Reteach areas introduced at Primary Level. B. Knowledge and use of basic health concepts	Weekly Reader Map Skill Booklets The Community Where You Live, Allyn Bacon Our Country, Steck Our Big World, Silver Burdett Health and Safety for You, Ginn

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Discuss in season the most important local and national holidays, including their history and significance. A. Make extensive use of monthly calendars to reinforce knowledge of seasons and holidays. Discuss the flag to include: The story of Betsy Ross, how to salute the flag, rules for the flag B. Simple class discussions of current affairs: local, state, and national. Class project - our newspaper and daily "paper reading". 1. Locate own community and state on maps. 2. Discuss state and national officials and their role in practical living 3. Discuss the importance of the newspaper. List some ways the newspaper can help us: to rent a house; buy a home; buy articles of clothing, furniture, food, etc. 4. During month of February discuss Washington's birthday, his achievements.	16mm Sound Films: "Nutritional Needs of Our Bodies" "Eat Well, Grow Well" "Joan Avoids A Cold" "Hear Better: Healthy Ears" "Playground Safety" Coronet Instructional Films 65 E. South Water St. Chicago, Illinois 60601
VI. A. See Health and Safety - Primary Level B. Make scrapbook or individual booklets to cover all areas of personal health. 1. Visit school nurse. 2. Make charts and posters on good grooming. Make a class scrapbook using pictures of appropriate outfits--accessories and shoes for various occasions. 3. Daily discussion on personal cleanliness. Have each child provide a carton or cigar box for his own grooming articles. See that each child, if possible, has his own articles. 4. Discuss foods for building strong muscles, teeth and bones, furnishing heat and energy, protecting our health and keeping the body running smoothly, and food which helps in the elimination of waste. Have pupils keep a record of all the foods they ate during a week. Copy names of foods from pictures. Play restaurant. Make up simple picture menus. Have pupils practice selecting balanced breakfasts, lunches and suppers.	Health Posters

BASIC SKILLS	BOOKS AND MATERIALS
C. Knowledge and use of basic safety concepts 1. Know and use good safety rules in the home, school and the community. 2. Know basic rules of fire prevention. 3. Know and use bicycle safety. 4. Know importance of gun safety. VII. Vocational Competencies A. Knowledge of occupations 1. Know that many people work at numerous jobs to supply services and materials. 2. Know that many talents and skills are required to fill different jobs in the working world. B. Early work skills 1. Can add objects to 12 2. Can speak clearly and relate events in proper order 3. Knows value of coins, penny, nickel, dime, quarter, and half-dollar. 4. Can write legibly 5. Develops fine motor control. C. Early development for future vocational placement 1. Begins to understand some of the jobs he may some day acquire. 2. Understand importance of completing a task. 3. Begin to take responsibility for assigned task. 4. Takes pride in work 5. Learns good work habits	The Communities and Their Needs, Silver Burdett

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
from menu. Make models of fruits and vegetables from clay plaster of paris or paper mache. (a) Visit school cafeteria. (b) Visit food store. (c) Plan balanced menus. C. Compile individual booklets to include all areas of safety 1. Compile lists or booklets of danger sources in the home, school and community. 2. Make maps of fire drill exits. 3. Discuss and demonstrate safe use of bicycles. 4. Discuss proper and safe use of firearms. VII. Vocational competencies A. 1. With help of children, teacher makes list of people who serve them daily. 2. Children bring to school a few common household items used each day and discuss skills needed to produce them and how difficult it would be to do without them. (See III. Home and Family) B. 1. Children collect number of objects sold by dozen. Colect 12 of each item and have children count them. 2. When relating experiences, help child keep his stories in proper order. Children re-enact some stories told and show what would happen if actions followed an incorrect sequence. 3. Use money to buy from play store in classroom. Have worksheets with pictures of coins which children identify. Make money chart. C. 1. Make list of realistic vocations for child's future. Discuss and read about these jobs and their qualifications. 2. Assign each child a task which he can complete, and require him to do so. 3. See #2 4. Praise him always for a job well done. 5. Make a list of good work habits and check them with children to see if they are being observed.	Unit Economics: "Family and Income" "The Community and its Services" Economic Experiences of Enterprising Teachers vol. 5 Unit 16, pp. 60-63

BASIC SKILLS	BOOKS AND MATERIALS
6. Cares for equipment and materials in classroom	
7. Functions as a member of the group	
8. Learns common courtesies and respects the rights of others	
9. Uses self-control	
10. Develops safety habits	
D. Eating out	
1. Choosing a restaurant	Telephone directory
2. Manners	
3. Routine behavior	Newspaper
a. Entering	
b. Being seated	
c. Reading menu	
d. Behavior at table	
e. Paying check	
f. Tipping	
g. Leaving	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
6. Require children to help clean work area after classroom work (painting) and have them return equipment to proper place. 7. Have children work in groups of 2 or 3 when helping teacher with bulletin board or other tasks in classroom. 8. Teacher and children practice common courtesies every day in classroom, lunchroom, on playground. Through role playing, re-enact such situations where courtesies need emphasis. 9. See #8. Same for self-control. 10. Make list of safety rules for use on playground, in classroom, and walking to school.	
D. Eating out	
1. Plan for class to eat out. 2. Practice by having class parties or meals in classroom.	Visit to restaurants

BASIC SKILLS	BOOKS AND MATERIALS
1. Word Recognition Skills	Magic Windows - Activity Book Story Caravan - Activity Book, Allyn-Bacon Into the Wind - Study book
A. Identifies root words	
B. Uses context clues	Across the Valley, Winston
C. Understands prefixes	Looking Ahead - Workbook, Houghton-Mifflin
D. Hears syllables	Better Than Gold, MacMillan
E. Recognizes synonyms, antonyms, and homonyms	Building Reading Skills, McCormick-Mathers
11. Word Attack Skills	
A. Uses vowel principles	Building Word Power, Durrell and Sullivan
B. Uses syllabication skills	Children with Reading Problems, Basic Book, Inc. "Skills Practice Pads", Readers Digest
C. Applies phonetic and structural analysis	
111. Comprehension	
A. Understands main idea	The Everyreader Series, Kottenmeyer
B. Relates sub-topics to main ideas	Reading and Thinking Skills, Continental Press
C. Check comprehension after silent reading	Uncle Funny Bunny Scottie Charles E. Merrill

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Use games and simple quizzes to reteach elements taught at lower levels.	"Reading Games", Teacher Publishing Corp.
A. Exercise in which pupil makes new words, removing endings. Use root word in a sentence.	Phonetic Quizmo, Milton Bradley Co.
B. Chalkboard exercises in which a word is omitted from a sentence. Child must choose or supply the missing word by using the context of the sentence.	Teacher-prepared activities or charts Reading workbooks
C. Present a group of root words. Ask children to form new words by adding such prefixes as: "re" and "un".	Phonetic Word Builder, Milton Bradley Co.
D. Oral practice in the division of words into syllables	Phonetic Word Analyzer, Milton Bradley Co.
E. Repeated discussion, examples, and written exercises in word use to emphasize the importance of different word meanings.	Reading Workbooks
11. Consistent repetition and reteaching of phonetic elements of single consonants, blends, vowels and diphthongs.	"Speech to Print", Durrell and Sullivan
A. Present words from child's own reading vocabulary list. Ask him to locate vowels and determine if they are long, short, or silent.	Reading vocabulary lists included in this guide.
B. Introduce the principle that a syllable must contain a vowel sound. Present a series of two and three syllable words to ascertain if child understands this principle and can divide short words into syllables.	Syllable Rule and Accent Charts, Milton Bradley Co.
C. Games or written exercises in which child must use phonetic elements to establish a word or use it in a sentence.	Educational Password, Milton Bradley Co.
111. Utilize guide questions pertaining to material child is to read silently. Following the silent reading, ask child to answer the questions.	Teacher-directed activities
A. Use accompanying or independent reading workbooks to strengthen this skill.	Reading workbooks
B. Present a short story with two possible endings. Ask child to select the most reasonable ending.	Exercises in Textbook Teacher Guides
C. Reading workbooks provide many examples of drill in this skill.	Reading workbooks Chalkboard drill

BASIC SKILLS	BOOKS AND MATERIALS
IV. Silent Reading A. Study habits and skills B. Uses title and illustration to predict story events C. Draws inferences D. Relates sub-topics to proper main ideas	
V. Oral Reading A. Keep the place B. Read accurately C. Understands some figures of speech D. Uses context clues for word meanings	Diagnostic Silent Reading Tests Read, Study, Think Weekly Ready

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Contine to assign various appropriate silent reading lessons daily. Paragraphs may be duplicated for which the child is to determine the main idea, correct answers, or similar comprehensive skills. A. All pupils study stories before oral reading.	Teacher-prepared worksheets Experience charts
V. Encourage children to read stories or books aloud to the class as library supplementation. Emphasize pitch, enunciation, and speed. A. Games in which one child reads aloud and other children check for accuracy B. Divide class into teams. Present flash card drill to determine which team is able to recognize the most words.	Easy reading library books

BASIC SKILLS	BOOKS AND MATERIALS
I. Word Recognition Skills A. Alphabetize B. Context clues C. Recognize directional words D. Recognize that words often have several meanings. II. Word Attack Skills A. Phonetic and structural characteristics of words B. Vowel and consonant sounds C. Blends D. Build new words by adding prefix. E. Build new words by adding suffix. F. Use compound words. G. Use synonyms, antonyms, homonyms. III. Comprehension A. Locate answers to questions. 1. When questions use words of the book 2. When questions are phrased differently than from the book B. Read to find the names of characters. C. Read to find main ideas of the story. D. Develop ability to recall story ideas. E. Use punctuation clues. F. Develop ability to tell a story.	Believe and Make Believe, Activity Book Allyn and Bacon Today and Tomorrow, Study Book Winston High Roads, Workbook Houghton-Mifflin Sharing Adventure, Workbook MacMillan Skill Builders, Reader's Digest New Puzzle Pages, McCormick-Mathers Eye and Ear Fun, Webster Division, McGraw-Hill Reading Thinking Skills, The Continental Press, Inc.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I.	
A. Give lists of words to be alphabetized on appropriate reading level.	Beginning dictionary Class roll Local telephone directories
B. Look for the little word in a big word; en-roll-ment, in-dent.	
C. Left - right, top - bottom, on - under, up - down	
D. Use dictionary and make sentences - peek - peak, Miss - miss, sea - see.	Dictionary
II.	
A. Review, reteach and evaluate all word attack skills taught at lower levels.	Phonetic texts and aids
B. Build words: rag - rug, bat - bit, met - mat - meat.	
C. Build words: bl, cr, dr, tr, sp, sn, and others.	
D. Add prefix to make new words. re-cover, un-cover, dis-cover.	Phonetic Drills
E. Add suffix to make new words. cover-ed, cover-ing, cover-s.	
F. Make list of compound words: something, everywhere, springboard.	Text books
G. Write sentences using compound words, synonyms, antonyms, and homonyms.	
III.	
A. Continue activities in which the student must read for meaning. Broaden reading interest.	Library reports How to Do Books This Is Your Land (folk songs) Related film and filmstrip Periodicals and newspaper reports

READING - GRADE 4

BASIC SKILLS	BOOKS AND MATERIALS
IV. Silent Reading A. Follows directions. 1. Read silently with no lip movement. 2. Read with no pointing. B. Formulates questions C. Forms conclusions D. Evaluate material read for sense from nonsense E. Develop skimming skills F. Recognize characters from descriptive words or phrases V. Ability to read orally successfully A. Keep reading place B. Recognize sentences C. Recognize paragraphs D. Recognize change of speaker E. Use punctuation clues F. Develop ability to enjoy a story	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV.	
A. Silent reading must be carried on under supervision of teacher in groups or with the aid of another student.	News reports Library reports
B. Silent reading may be increased to aid the student to rely upon his knowledge and judgement in forming conclusions and in following directions.	Poems - poetry
C. Ask the student to compose questions from his reading material.	Know Your World, American Ed. Pub.
D. Present a series of statements or questions relative to the reading material, but not found within; ask student to decide if these statements are logical or other possible answers.	Tape Recorder Filmstrips: 118-ss Basic Primary Phonics (18f/s) 115-s phonics: A Way to Better Reading (6f/s) Society for Visual Education 1345 Diversey Phy. Chicago, Ill. 606114
V. Encourage reading aloud and independently to a group in order to present factual information or pleasure listening. Oral reading should be in a clear, well enunciated voice, loud enough to be heard easily and at a speed for understanding readily.	16mm Sound films "Fun with Speech Sounds" Coronet Instructional Films 65 E. South Water St. Chicago, Illinois 60601
B. Pre-studying and vocabulary drill should be continuous in order to increase accuracy, comprehension and ease of reading.	
C. Stress the importance of ending punctuations as it effects the quality and meanings of understanding and the fluency of reading. Tape record oral readings and poems and replay for the child.	

PHONICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
The phonic skills listed under the Primer level will also be used on this level.	
I. Final E sounds Recognizing two vowels in a word when word ends with the vowel e	Phonics and Word Power Program, 1, 2, and 3 Education Center, Columbus, Ohio
II. Two vowels together	New Phonics Skill Text - Band C Charles W. Merrill, Columbus, Ohio
A. Recognition of adjacent vowels--their sounds and position	
B. Recognition of similar vowels adjacent--and their sounds	Phonics We Use - Book B and C Lyons and Carnahan - Chicago
III. Small words Finding little words in big words	A Flight Through Wordland - G Continental Press, Inc., Elizabethtown, Pa.
IV. Short vowel sounds Understanding the principle of a single vowel followed by a particular consonant	Eye and Ear Fun Webster Div. McGraw-Hill Book Co. St. Louis Speech - to Print Durrell - Murphy
V. Non-phonetic sounds	Happy Times with Sounds Allyn and Bacon, Inc. Chicago
A. Understanding that all words cannot be unlocked phonetically	
B. Recognition of some non-phonetic group letter sounds that may be found in words	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Have pupils say word after you. Then listen for the long vowel sound. Example: Ma-t-e. Give sound of first vowel in words. Underline it, then draw a line through the vowel you do not hear. Put the correct symbol over "a".	Chalkboard Duplicate sheets Newsprint Wall charts
II.	
A. Teach each group of vowels separately in order to avoid confusion. That is, ai in words says long ā, ea in words says long ē, etc.	Group letter cards Pocket charts Selected pictures Magazines
B. Then teach similar vowels together; ee as in feed says ē, etc.	
III. Small words as i-n, a-n, a-n-d, and a-i-r, may be found and underlined in larger words, like another, into, airplane, and sand.	Puzzles Games Films - Filmstrips Television
IV. Have pupils draw pictures, say and write the name of the picture. Write the word short or long beside the picture.	
V. Teach and demonstrate selected non-phonetic group letter sounds. Tell pupils not all words can be unlocked phonetically. Example: a-r-n in barn, a-r-m in harm. Let pupils say sound of letters, then a word including the letters. Then underline non-phonetic sound letters.	

BASIC SKILLS	BOOKS AND MATERIALS
I. Personal Identification A. Ability to give orally: name, birthday, address, telephone number, name of parents, parent's occupation, school, town, city, state. B. Ability to write or copy the above. C. Write a story about self. II. Sentences A. Recognition 1. Speaking in complete sentences 2. Answering in complete sentences B. Kinds 1. Telling 2. Asking 3. Exclamatory III. Capitals A. First word of each sentence B. Names, titles, initials, and the word I C. Months, days of the week and holidays D. Towns, cities, states and countries E. Streets and schools and public buildings F. All important words in titles of books and stories G. First word in a greeting of a letter H. First word in a closing letter	Individual Corrective English - 3, McCormick Mathers Individual Corrective English - 4, McCormick Mathers English, Your Language - 3, Allyn Bacon English, Your Language - 4, Allyn Bacon "Jenn Catalogue" Second Grade "Jenn Catalogue" Third Grade Peabody Language Development Kit Posters Teacher-prepared charts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Personal Identification A. Refer to social and personal development (Primary I Emotional Stability) B. If child is unable to write information independently, provide model and have him copy information. Practice orally and written until mastered.	Filmstrip: 130-S "Using Good English" Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
II. Sentences A. Use of spelling words is good way to start sentence writing. Discuss what makes a sentence. Have children give oral sentences; tell what kind of sentence was given. B. Review kinds of sentences. Change telling sentence to asking. Example: The boy is here. Where is the boy? Discuss asking words--who, what, where, when. Let each child ask a question. Explain when an exclamation mark is used. Let children express strong feelings.	
III. Teacher make "When to Use Capital Letters" chart as capitalization is taught. Write an example of each rule. Provide chalkboard and written exercises in which correct capitalization must be supplied. Check written work for correct usage of capital letters.	Chart tablet Teacher-prepared materials

BASIC SKILLS	BOOKS AND MATERIALS
IV. Punctuation	Posters
A. Period	Chalkboard drills
1. At the end of a statement 2. After an initial 3. After an abbreviation	
B. Question mark	
C. Exclamation mark	
D. Comma	
1. Yes, No 2. Names 3. Words in a series 4. Between the day of the month and the year 5. Between the name of city and its state 6. After the greeting and closing of friendly letter	English, Your Language, 3, 4 Corrective English, Book 5
E. Apostrophe	
F. Quotation marks	
V. Learning to recognize and use	
A. Nouns	
1. Common 2. Proper	
B. Verbs	
1. Use 2. Forms	
C. Pronouns	
VI. Abbreviations	
A. Days of week	
B. Months	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Make a punctuation chart A. Period 1. The boy is home. 2. J. C. Smith 3. Mon., Mr.	Teacher-prepared chart
B. Question mark: Game - Where is the boy?	English text book
C. Exclamation mark: Look out!	
D. Comma 1. Yes, you may go. 2. John, come here. 3. Mother, Daddy, and I go to see Grandmother. 4. May 6, 1968 5. Chicago, Illinois 6. Dear Jane,; Your friend,	
E. John's dog	
F. Quotation marks: Mary said, "No, I will not go." Check all written work for correct punctuation. Review frequently.	
V. A. Write sentences using common and proper nouns.	Crossword puzzles Lotto game
B. Oral practice of verb usage Play game: One child using present form--another using past form. Example: "I see a ball." "I saw the ball yesterday."	
C. Write sentences changing common nouns to pronouns.	Teacher-prepared charts
VI. Make sentences using days of week and months of the year.	Chalkboard drill

BASIC SKILLS	BOOKS AND MATERIALS
VII. Contractions	
VIII. Word Study A. Variations 1. One or more (singular-plural) 2. Words that mean almost the same (synonyms) 3. Words that sound alike (homonyms) 4. Opposite words (antonyms) B. Reading simple directions in environment 1. Exit 2. Restrooms: Ladies, girls, boys, men, gentlemen 3. Walk, don't walk	
IX. Correct Usage of Common Verbs: is, are, was, were, may, can	
X. Letter Writing A. Kinds of letters 1. Friendly 2. Invitation 3. Thank you notes 4. Mail orders B. Parts of letter 1. Heading 2. Greeting 3. Body 4. Closing 5. Signature C. Envelopes: addressing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VII. Write sentences on board using two words. Have children name one word that can be used in place of two. Example: The boy did not see the girl. Ask what one word can be used in place of two words "did not". Give oral practice using two words, then a contraction. Let children match words and contractions. Put sentences on board using two words; let children write contraction instead of the words.	
VIII. Word Study A. Word study can be presented in the form of Lotto games. Rule off your cardboard in 12 sections and write in words. Teacher then calls out a word and the children find either the synonym, homonym, or antonym, or singular and plurals depending on the practice desired.	"Synonym Poster Cards", Milton Bradley Company "Homonym Poster Cards", Milton Bradley Company "Opposites" Milton Bradley Company
B. Make signs and place them around the classroom.	
IX. Oral practice of verb usage Play game: one child using present form, another using past form. Example: "I see a ball ." "I saw the ball yesterday."	
X. A. Write various types of letters to classmates. Fill out an order from a catalogue.	
B. Have a child label parts of a letter on plain paper, using different color for each part. Discuss each part, compare each part to daily conversation. Example: Heading tells where you are. Greeting, same as saying "Hello", etc.	
C. Make envelopes from plain white paper. Provide practice with mimeographed exercises before actual envelopes are used in addressing.	Stationery, envelopes, mimeographed exercises

ENGLISH - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
XI. Dictionary Skills	Dictionary
A. Alphabetizing	
B. Guide words	Know Your World - a special weekly newspaper American Education Publication Center, Columbus, Ohio
C. Entry words	
XII. Using Table of Contents and Index	
XIII. Current Events	
A. Basic language needed to understand what is reported on	Weekly Reader on appropriate level
1. Television	Newspaper
2. Radio	
3. Newspapers and magazines	Childrens' magazines
B. Evaluating articles in Weekly Readers on appropriate level	
C. Reading news stories and telling them to class	
XIV Develop Library Usage	
A. Learn how to behave in library.	
B. Know how to obtain a card.	
C. Learn how to locate a book.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
XI. Dictionary Skills A. Use word list to alphabetize. B. Use dictionary to find the guide word.	
XII. Practice using table of contents and index with books in use.	
XIII. Current Events A. Language needed to tell or write reports on: 1. Television - educational T.V. program 2. Radio 3. Newspapers and magazines	T.V. Educational Guide Channel II Educational Program Newspaper
B. Read and answer questions in Weekly Reader.	
C. Selecting the important ideas of a story	
XIV. Discuss the rules of library usage. A. Conduct in any library B. Using a card C. How to locate a book	School library

WRITING - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
I. Cursive Writing Skills	"Our Handwriting," Book 3, Harr Wagner Publishing Co.
A. Proper posture and placement of paper for either right or left-handed use	"I Learn to Write," Book 3, E. C. Seale & Co., Inc.
B. Ability to hold pencil in proper way	
C. Use of arm movements instead of finger movements	
D. Ability to make circular and up and down movements	"I Learn to Write," Book 1, E. C. Seale & Co.
E. Ability to write in mixed order and into words	"Our Handwriting" Book 4, Harr Wagner Publishing Co.
1. Proper slant of letters 2. Uniformity in size of letters 3. Uniform spacing between words 4. Neatness and legibility	Work sheets D-191 thru C-219, 3rd Grade, Jenn Catalog
II. Practical Usage of Writing Skills	Reference Manual for Teachers, Zaner-Bloser Co.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Transition from manuscript to cursive writing should be flexible, depending on the child's ability and muscular maturity.	
A. Writing paper should be slanted to the left for a right-handed person, to the right for a left-handed person. Place paper in 30-40 angle. If child has difficulty keeping the paper steady, tape it down or use foam rubber on back of clipboard to keep it from slipping.	Unlined paper Pencils or crayons
B. Hold the pencil at least an inch from the point; the writing arm should be on the table. Avoid curving or twisting the wrists.	
C. Chalkboard or in-the-air movements using large areas	
D. Use wide-line paper or double-lines of notebook paper for the beginner. Mark off the baselines and top lines with color. Begin writing lessons with oral directions; introduce letters in groups according to similarity of strokes and shapes. Teach groups of letters such as c, a, o, d, g, together. Teach them with lead on stroke. Example: oa, do, odd, go.	Wide-line paper Squared paper
E. Teach capitals which join and which do not join the rest of the word.	Teacher-prepared exercises
3. Begin to stress uniformity and size of margins. 4. Gradually encourage children to reduce size of letters.	
II. As writing skill increases, more emphasis should be placed on good writing for all occasions. Use interesting material for writing lessons. Charts and chalkboards can be used for copy work. Later teacher materials such as mimeographed writing lessons can be distributed. Carry over into other school areas to include letter-writing, spelling, and language.	Teacher-prepared charts Poems Experience charts Filmstrip: 121-S Step-By-Step handwriting Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614

SPELLING - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
Introduction	
Test children using Basic Reading Vocabulary word list in order to determine the words to be taught. Many students will have to start with the beginning word list. Assign only as many words per day as student has the ability to learn.	Basic Reading Vocabulary Word LIst
I. Learning to Spell	
A. Instant recognition of the word	
B. Ability to pronounce the word correctly	Phonetic drill
C. Know the common meaning of the words for his age group. Example: by - buy	
D. Write 3 to 5 sentences using the word underlined.	
E. Memorization	
II. Learning by Structural Analysis and Understanding	
A. Alphabetizing	Dictionary
B. Phonetic Structure	
C. Separating words into syllables	
D. Compound words	
E. Contractions	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Test student using Reading vocabulary word list as well as any words not spelled correctly in their daily written work. Use words that are not alphabetically arranged. I. A. Look carefully at the whole word. B. Pronounce the word distinctly in syllables. C. Discuss the phonetic construction and syllabication of each word. D. Know meaning of word. Use dictionary if needed. Write 3 to 5 sentences underlining word to be spelled. E. Cover word and write it from memory. Write all misspelled words of written lessons correctly. II. Learning by Structural Analysis and Understanding A. Alphabetize spelling words; use them in sentence. B. Use dictionary to study phonetic structure. C. Syllabilization and words E. Make simple contractions; use in sentences.	Flash cards Basic Reading Vocabulary Word List Special Education Sentence Book Charts Dictionary Games Spelling Lotto Blackboard Phonetic drills Word games Cross word puzzles Filmstrips: 118-ss Basic Primary Phonics (18 f/s) Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 606114

BASIC SKILLS	BOOKS AND MATERIALS
III. Learning Functional Vocabulary Needed in Daily Living	
A. Letter writing	
1. Friendly letters 2. Thank you notes 3. Invitations	Practice Exercises in English The Continental Press, Inc.
B. Business	
1. Orders 2. Applications 3. Inquiries	Individual Corrective English McCormick-Mathers Company
C. Words used in food buying	
1. Food 2. Clothing 3. Furniture	
D. Words pertaining to safety	
1. Entrance 2. Exit 3. Yield 4. Caution 5. Danger 6. Slippery 7. Poison 8. Walk 9. Don't walk 10. Stop 11. Keep off	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III.	
A. Simple sincere "thank you" notes, friendly letters, and invitations	Textbook
B. Dictation of simple order by teacher	
C. 1. Grocery list taken from the daily newspaper 2. Select clothing for various seasons from catalogue. 3. Select home furnishing from newspaper and catalogue.	Newspaper Advertisement flyers
D. Make booklet using each safety word.	

MATHEMATICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
I. Counting A. Rote B. Numerical Meaning II. Reading and Writing Numbers A. Number symbols 11-20 B. Number symbols 21-100 C. Number vocabulary II. Fundamental Processes A. Grouping B. Addition 1. Vocabulary 2. Facts 3. With carrying 4. Problem solving	"Arithmetic Foundations" Levels I, II, III, Harr-Wagner "Numbers We Need", Primer Ginn & Co. "Happy Ways to Numbers", Holt, Rinehart, Winston "Working with Numbers", Steck-Vaughn "Number Concepts" Level I, Continental Press Upton-Fuller Arithmetic 3 and 4, American Book Co. "Working with Numbers" Book 3, Steck-Vaughn "Mastery Drills in Arithmetic", Row Peterson Growth in Arithmetic - Grades 3-4, Harcourt, Brace & World, Dallas, Texas Structural Arithmetic, Grade 3, Houghton - Mifflin Company American Arithmetic Grade 3-4, American Book Company Row Peterson Arithmetic, Grade 3-4, Row-Peterson Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Counting should extend to 100 by 1's, 2's, 5's, and 10's.	Films: Little Rock Public Schools "Reading Numbers to 100" "Writing Numbers to 100"
A. Allow much drill in counting. Small groups may work together for cooperative reinforcement. Use concrete objects as far as needed.	Number lines, charts, familiar objects
B. Provide problems in which child must identify a number with a given group of objects.	Counting frames
II. Daily activities such as finding page numbers, street addresses and telephone numbers can provide a practical means of reading and writing numbers.	Number games: Bingo and Lotto
A. See Primary level for writing symbols. Explain that two place numbers are formed by removing the zero from 10 and replacing it with another number.	Chalkboard drill, pegs, counting frames, worksheets
B. Repeat activities for teaching numbers from 1 to 20.	Worksheets, chalkboard drill
C. Repetition of numbers and number words used in close correlation. Reinforce with matching and ditto practice sheets.	Number names and charts
II. Reteach and reinforce all concepts taught at lower levels.	Film, filmstrips, flannel board activities
A. Continue activities in grouping to include pairs, fives and tens. Introduce the concept of dozen at this level by allowing child to distribute items in dozens.	Egg cartons, beads, counting frames, flannel cutouts
B. Reemphasize and explain that addition is "putting" together of objects. In all written problems tell the child to include the plus sign so as to enable recognition. Stress the use of the sign in different positions.	Film: Little Rock Public Schools "Addition is Easy" Addition facts flash cards
2. Continue the use of concrete objects and structured worksheets or workbooks. Administer addition Fact Test.	Textbooks and worksheets Dominoes
3. Introduce carrying by emphasizing the recording of the right hand number first and adding in rows. Much chalkboard practice will be necessary before independent work can be done.	Structured worksheets Flash cards
4. Word problems should be introduced orally, as teacher reads to the child. Include daily experiences, progressing to simple written problems as child is able. Emphasize repeatedly that addition refers to "how many" "plus" and "and."	Teacher prepared activities and worksheets

MATHEMATICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
5. Check addition 6. Evaluation C. Subtraction 1. Vocabulary and symbol 2. Facts 3. Without borrowing 4. With borrowing 5. Problem solving 6. Check subtraction 7. Evaluation D. Multiplication 1. Vocabulary & symbol 2. Facts 3. With carrying	Making Arithmetic Meaningful Winston & Co. New Upton Fuller Grade 3 American Book Co. Old Upton Fuller Grade 3 American Book Co. "Arithmetic We Need" Book Ginn & Co. "Practice Exercises in Arithmetic" No. 3 Continental Press Upton Fuller Grade 4 American Book Co.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
6. Administer Addition Process Test included in this guide to determine child's mastery of addition.	Addition process test
C. 1. Discuss subtraction as a process of "taking away or from." The minus sign should be introduced and used repeatedly.	Subtraction Placement Test (included in this guide)
3. Present many oral problems in which child must use practice in taking away objects. Progress from these concrete experiences gradually to written exercises.	Blocks, beads, counters, structured worksheets
4. Provide much chalkboard drill, explaining that subtraction should also be worked in rows. Explain the principle of borrowing without emphasis on place value.	Structured worksheets, textbooks
5. As in addition, begin with oral problems and much practice with concrete objects. Progress slowly to written problems.	Teacher-directed activities, worksheets
7. Administer Subtraction Process Test included in this guide to determine mastery of subtraction.	Subtraction flash cards, Subtraction Process Test
D. Begin multiplication only after addition and subtraction are completely mastered.	Multiplication Placement Test Film: Arkansas State Board "Multiplication Is Easy"
1. Begin with simple one-place number multiplying, using grouping of concrete objects to enforce conceptual knowledge. Explain the concept of reversals of multiplier, multiplicand, and product. Stress time sign.	Counters, blocks, beads, structured worksheets
2. Administer Multiplication Fact Test.	Multiplication Fact Test
3. Follow the same procedure as in addition for the explanation of carrying in multiplication. Use much chalkboard drill.	Teacher-directed activities and worksheets, textbooks Multiplication flash cards

BASIC SKILLS	BOOKS AND MATERIALS
4. Problem Solving	
5. Check multiplication	
6. Evaluation	
E. Division	
1. Vocabulary and symbols	
2. Facts	
3. Short Division a. Without remainder b. With remainder c. Check problems	
4. Long Division a. Without remainder b. With remainder c. Checking	Living Arithmetic, Grade 4 Ginn and Company Teaching Arithmetic to Slow Learners, John Day Company Understanding and Teaching Arithmetic in the Elementary School, Holt, Rinehart and Winston, 1958 Teaching Elementary Arithmetic, New York, Harper & Row Publishers, 1962 Arithmetic for Everyday Life, part 4, Madison 3, Wisconsin Basic Arithmetic, Book 4, Harlow Publishing Corporation, 1966
5. Problem solving	
6. Evaluation	
IV. Measurement	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
4. Repeat procedure for introduction of problem solving as used in addition and subtraction. At this level, include word problems using addition and subtraction as well.	Textbooks, Teacher-prepared worksheets Classroom activities
5. Administer Multiplication Process Test to determine mastery of multiplication.	Multiplication Process Test, flash cards
E. Introduce division only after multiplication is mastered. Explain that division is a separation for groups. Explain and use the two signs indicating division. Stress divisor, dividend, and quotient in introduction.	Division Placement Test Filmstrip: Little Rock Public Schools "Using and Understanding Division" "Objects and Symbols"
1. Chalkboard drill will be necessary to show division of groups. Use concrete objects or drawings. Begin with very simple problems and facts, proceeding only as child is confident at lower levels.	Textbooks and workbooks Teacher-prepared worksheets
2. Administer Division Fact Test.	Division Fact Test
3. Administer Short Division Test.	Short Division Test
4. Utilize a chart to explain Long Division process: Divide Multiply Subtract Compare Bring down Use an actual problem to illustrate the mechanics of this process.	Long Division process
5. Repeat process used in addition, subtraction and multiplication, problems of mixed processes.	Flash cards - Drill sheets
6. Administer long division process test to determine child's mastery of division.	Long Division process (included in this guide) 16mm Sound Films: "Arithmetic In the Food Store" "Arithmetic: Understanding the Problem" "Measurement" "The Story of Our Money System" Coronet Instructional Films 65 East South Water Street Chicago, Illinois 60601
IV. Reteach and reinforce all concepts taught at lower levels. Use in daily activities.	

MATHEMATICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS

A. Time

1. Hour - half hour - quarter hour
2. Minute - second
3. Calendar
4. Abbreviations
   a. a.m.
   b. p.m.
   c. hr.
   d. min.
   e. yr.

B. Length and abbreviations

1. Inch - in.
2. Foot - ft.
3. Yard - yd.

C. Weight

1. Pound
2. Ounces
3. Abbreviation
   a. lb.
   b. oz.

D. Liquid

1. Pint
2. Quart
3. Gallon
4. Abbreviation
   a. pt.
   b. qt.
   c. gal.

E. Money

1. Name and know the value of coins and bills
2. Make change
3. Use of money
4. Use signs correctly in writing

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
A. Extend time concepts to include half-hour, quarter hour, and more comprehensive understanding of days, weeks, months, and years. Introduce a vocabulary to include: minute, hour, month, a.m., p.m., and season.	Clocks, worksheets, charts, calendars
B. Introduce the concept of the yard. Continue to use a 12 inch ruler for comparison and reinforcement. Provide activities in which child may use yardsticks, rulers and tape measures for practical purposes.	Yardsticks, rulers, worksheets, workbooks, tape measure
C. Discuss ways and items to buy by weight. Utilize a weight vocabulary and abbreviations of each.	Filmstrip: Little Rock Public Schools "Units of Measurement" Scales
D. Make a list of things that are bought by the pint, quart or gallon. Color cutout and paste pictures of containers on cards. Use these in many ways. Example: Ask children to color the number of pints in a quart.	Milk cartons Magazines
E. Play store and let children practice making change and adding purchases. Emphasize giving the correct change.	Play money Money charts Workbooks and worksheets Newspaper (Thursday's), grocery lists and prices, amount paid by pound, dozen, etc.

BASIC SKILLS	BOOKS AND MATERIALS
F. Directions 1. North 2. South 3. East 4. West G. Temperature H. Evaluation V. Roman Numerals VI. Fractional Parts 1. A whole 2. One-half, one-third, one-fourth 3. Ruler Parts from 1/2, 1/3, 1/4, 1/5, 1/6, 1/7, 1/8, 1/9, 1/10 VII. Vocabulary - Intermediate A. Concept of size 1. Tall - taller - tallest 2. Less than - more than	Upton-Fuller Arithmetic - 3-4 American Publishing Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Playing games; giving and following directions; map reading	
G. Heat and cold should be understood to be measured by a thermometer in degrees. Children might keep a daily temperature record for the week or the month. Temperatures and seasons should be related in the children's minds. Make a tagboard thermometer by which the children can place the temperature each day.	Educational thermometer Milton Bradley Weather Unit (included in this guide)
H. Measurement Inventory included in this guide	
V. Roman numerals should be introduced but not emphasized since their practical use is limited. Chalkboard or chart comparisons with Arabic numbers should be sufficient. Numbers through 12.	Roman numeral clock faces charts
VI.	"Fractions are Fun" Ideal Flannel board cut-outs Worksheets and drill Fractional discs
1. Hershey candy bar, fruit - classroom activity	
2. Extend the use of fractions to include one third and one fourth. In the use of fractions, write the fraction 1/2 on the chalkboard and have children say that the 2 shows how many parts were made of the whole; the 1, how many parts we have. Show a figure having 1/2 colored. Ask children if they have ever heard anyone ask for a half-dozen cookies, or say, "Give half of your pennies to the Red Cross." Continue by saying, "Suppose Donald has 8 pennies and he decided to give 1/2 of them to the Red Cross. How many would he give?" Write on the chalkboard, "1/2 of the pennies is_____ pennies." Using pennies or counters, separate the 8 into 2 piles, note 4 in a pile; determine that 1/2 of 8 pennies is 4 pennies. Continue by determining 1/2 of 6, 1/2 of 12, as far as needed.	
VII. Vocabulary - Intermediate	Flannel board
A. Concept of size	Marbles
1. Compare size of pupils in room 2. Use lunch money or milk money	

BASIC SKILLS	BOOKS AND MATERIALS
B. Concept of motion 1. Slow - slower - slowest 2. Fast - faster - fastest C. Concept of amount 1. Same as 2. Equal groups 3. Several 4. Couple as two 5. Expensive and cheap D. Concept of time 1. Late - later - latest 2. Early - earlier - earliest 3. Ability to tell birthdate	Workbooks: The Modern Practice Book in Arithmetic, Level 4, Steck-Vaughn Co. Working With Numbers, Level 4, Steck-Vaughn Co. Moving Along In Arithmetic, Volume III, Whitman Along The Way In Arithmetic, Volume IV, Whitman Row-Peterson Arithmetic Workbook, Level 4, Second Edition, Harper & Row, Publishers New Arithmetic, Levels 3 and 4, McCormick-Mathers, Publishing Co., Inc. Teaching Arithmetic To Mentally Retarded Children, Thomas, Janet K., T. S. Dennison & Co., Inc., Minneapolis, Minn., 1968 Teaching Arithmetic To Slow Learners and Retarded, Feingold, Abraham, The John Day Company, New York, 1965 Teaching the Educable Mentally Retarded, Garton, Malinda Dean, Charles C. Thomas, Publisher, Springfield, Illinois, 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Concept of motion	
1. Drawing (o) on the board by 3 children 2. Classroom walking race--3 children emphasizing speed 3. Use concepts in physical education	
C. Concept of amount	
1. Paper cups and plates 2. Making even piles of books, pencils, etc. 3. Making lines on board 4. Marching by two's or in couples 5. Listing prices from a catalog, newspaper and community stores to compare prices	Chalkboard Children in classroom Construction paper Books, pencils Chalkboard Catalog, newspaper
D. Concept of time	
1. Comparing arrival of children 2. Begin with which ever comes more easily 3. Name of month or number of day	Classroom situations Clock, calendar

BASIC SKILLS	BOOKS AND MATERIALS
I. Practice Safety at School Vocabulary -- door, entrance, exit, fall, fire, games, glass, hall, line, pencil, playground, rules, run, safety, school, stairs, tools, walk, yard A. School Safety rules 1. Walking not running in buildings and on sidewalks 2. Walking not running around a corner 3. Watching where one is going 4. Taking turns at games, at drinking fountain, etc. 5. Staying in line without cutting in, pushing or shoving 6. Keeping one's feet out of aisles when seated in classroom 7. Remembering not to throw anything in classroom 8. Obeying the Safety Patrol 9. Handling tools with care 10. Opening and closing doors carefully B. Safety rules on playground 1. Taking turns 2. Playing games according to the rules 3. Watching where one is going C. Safety rules to and from school	Use available text books Library books Buchheimer, Naomi, Let's Go to a Firehouse, Putnam Friedman, Frieda, Pat and Her Policeman, Morrow Greene, Carla, I Want to Be A Fireman, Children's Press Lead, Munro, Safety Can Be Fun, Lippincott Miner, Opal, True Book of Policeman and Fireman, Children's Press
II. Practice Safety at Home. Vocabulary -- adult, basement, bathroom, bedroom, burn, driveway, fall, garage, garden, knives, kitchen, light, poison, refrigerator, rubbish, scald, sidewalk, stairs, tools, waste, water, yard A. Safety rules at home 1. Being careful with matches and fire 2. Walking not running on stairs 3. Putting toys and other articles back in their proper place 4. Walking carefully over rugs and slick floors 5. Turning on light before entering a dark room 6. Remembering not to use a chair or weak box for a ladder 7. Being careful with sharp knives and scissors	Pamphlets: "Your Family's Safety" Metropolitan Life Insurance "Keep Your Christmas Merry", National Board of Fire Underwriters

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Make charts illustrating school safety rules that pupils need to know. Emphasize safety rules by writing them on the board and pupils copy them in notebooks.	
A. Discuss reasons for observing rules at school and on playground. Suggest ways of improving safety in their school plus in their classroom. Illustrate safe use of tools such as: scissors, knives, hammers, etc. Emphasize that we do not grab tools out of someone's hands; we put boards with nails in them in a safe place; we don't throw things when we are angry, etc. Pupils write or copy a short paragraph summarizing a film or filmstrip on safety.	Reading charts Picture charts Films: Arkansas State Education Department 1305 "Safe Living at School" 651 "Safe Use of Tools" 1424 "Safety with Electricity" 1226 "Safety with Everyday Tools" 1350 "Fun on the Playground" 5851 "Safety on the Playground" 1362 "Safety on Our School Bus" Films: Little Rock Public Schools 885 "Playground Safety" 91 "Safety To and From School"
B. Tour playground area and note existing hazards: poorly paved areas, broken glass, damaged equipment, etc.	Jenn Publications: Workforms 1-349 through 1-364 Filmstrip Kit: Little Rock Public Schools 114 "Sing a Song of Safety"
C. Discuss reasons for observing rules when walking, and on school bus (remaining in seat with head, arms and hands inside window).	
II. Practice Safety at Home.	Jenn Publications: Workforms 1-201 through 1-208 Experience charts
A. Have pupils make posters illustrating such rules as: Don't play with matches! Keep iron unplugged when not in use! Keep cigarette butts and ashes in ash trays! Don't smoke in bed! Keep floors and feet dry when using electrical appliances!	Film: Arkansas State Education Department 303 "Fire Prevention in the Home" Film: Little Rock Public Schools 422 "Fire Safety is Your Problem"

BASIC SKILLS	BOOKS AND MATERIALS
B. Proper care of electrical appliances C. Common hazards (cupboard doors, skates, Christmas or July 4 hazards). D. Causes of home fires and precautions to be taken E. Proper handling of drugs in the home III. Practice Safety in Neighborhood Vocabulary -- bicycle, car, church, care, driveway, fence, fireman, guard, obey, park, playground, policeman, railroad, ride, river, skates, swim, train, water A. Fire safety rules 1. Know the location of the nearest fire alarm box. 2. Know the telephone number of the nearest fire station. 3. Know how to report a fire. B. Safety rules in public buildings 1. Know what to do in case of fire.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Let each pupil list all electrical appliances in their homes. Talk about and make posters of proper care and hazards.	
C. Make charts showing common hazards in home and school and discuss.	
D. List some common fire hazards in the home and discuss precautions: Worn or frayed appliance cords Full waste baskets Waste baskets near a stove or heater Striking of matches Playing with matches Firecrackers or other fireworks Burning of trash or leaves Dish towels hanging over the stove Curtains hanging over the stove Hot grease may catch on fire Overloaded circuits Open-faced heaters Burning cigarettes Write a story (or copy) about the fireman and draw a picture.	
E. Discuss dangers of excessive use of drugs and problems encountered when used without knowing what or whose they are. Mention some side effects of some drugs. Teach the word and symbol for "poison."	
III. Discuss who is responsible for neighborhood safety.	Experience chart Field trip: Fire station Resource person: Fireman and Policeman Picture set: Little Rock "The Fire Department" 20 pictures "The Police Department" 20 pictures Film: Little Rock Public Schools 1192 "Safety on the Street" 885 "Bicycle Safety" 1146 "Dangerous Strangers" 5693 "Safety Adventures Out of Doors" Toy telephone Smokey, the Bear - Posters and Pamphlets "Useful Signs to See and Read," Milton Bradley poster "Safety on the Street and Sidewalks," Flannel board cutouts, Instructor.
A. Learn fire safety rules. 1. Make a map showing the neighborhood around school. Students write in names of streets. Show the location of the fire station, fire alarm boxes, water plugs. 2. Look up number of the fire station in their neighborhood and write it near the telephone at home. 3. Act out reporting a fire over the telephone using an alarm box. Remind pupils about danger of false alarms.	
B. Use cards such as: EXIT, DANGER, KEEP OUT, STOP. Practice reading, saying or acting out what they mean. Mount street signs on stands; young students can act out "Stop" and "Go."	

BASIC SKILLS	BOOKS AND MATERIALS
C. Safety rules in parks and recreation areas 1. Know about camp fires. 2. Obey rules and signs for swimmers. 3. Know what to do when outside in a storm or weather disturbance. D. Safety rules on the street 1. Bicycle safety rules 2. Remember not to play in the street. 3. Look in both directions before crossing a street. 4. Cross street only when the light is green. 5. Obey the policeman and safety patrol. 6. Cross a street only at the corner. 7. Keep head, arms and hands inside the car and bus windows. 8. Remember not to speak to strangers. IV. Learning about Fire and Civil Defense Preparedness Vocabulary -- alarm, fire, fire drill, fireman, smoke, telephone A. Drills at school 1. Learn rules for fire drill. 2. Learn rules for Civil Defense. 3. Study signals. B. What to do during an air raid at home or in the street	National Commission of Safety Education Fire Safety Play "The Prisoner" "Which Little Pig Are You?"

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Discuss 1. Rules for building and putting out camp fires 2. Swimming and boating rules and making posters like those seen in swimming areas for students to read and understand 3. Procedure when out in weather disturbance. Example: Keep away from tall trees, steel fences, bodies of water	
D. Discuss why rules are necessary. Chart rules under basic skills 1. Pupils list bicycle safety rules: a. Obey all traffic signs; move with green light. b. Keep on right side of street near the curb. c. Always signal before making turns. d. Walk your bicycle across heavy traffic. e. Always ride alone on your bicycle. f. Keep both hands on the handle bars except when you signal a turn. g. Never hold on to a moving automobile. h. Ride on streets with little traffic. Do not ride on side walks. i. Ride single file. Don't weave about in traffic.	
8. . Without arousing undue fear or curiosity, impress the pupil with the need to be on guard against molesters. Dramatize places and circumstances under which "dangerous strangers" may be encountered.	
IV. Discuss why communities have these procedures	Film: Arkansas State Education Department 1250 "Fire Exit Drill at Our School"
A. Practice drills 1. Learn fire drill rules and keep posted at all times. 2. Learn Civil Defense rules and keep posted. 3. Practice recognizing fire drill signals and air raid signals with procedure that follows.	
B. Discuss evacuation routes. Use ditto maps of the neighborhood	Ditto Master Map of Neighborhood

BASIC SKILLS	BOOKS AND MATERIALS
I. Maintaining General Fitness Vocabulary: bread, butter, cake, candy, cereal, chew, diet, eat, eggs, health, meat, milk, muscles, vegetables, water A. Food and nutrition B. Exercise and recreation C. Prevention of disease II. Importance of body cleanliness Vocabulary: bath, brush, clean, comb, dress, face, germs, hair, hands, handkerchief, mouth, nails, scalp, shampoo, shoes, shower, sweat,toilet, towel, wash A. Skin care and appearance B. Care of hair C. Care of nails D. Use of deodorant	Library books: Buchheimer, Naomi, Let's Go to the Dentist, Putnam Elting, Mary, First Book of Nurses, Watts Follett, Robert, Your Wonderful Body, Follett Greene, Carla, I Want to Be a Dentist,Children's Press Greene, Carla, I Want to Be a Doctor, Children's Press Greene, Carla, I Want to Be a Nurse, Children's Press Henshaw, Alice, True Books of Your Body and You Leaf, Munro, Health Can be Fun, Lippincott Zimm, Herbert, Our Senses and How They Work, Morrow Zimm, Herbert, What's Inside of Me? Morrow Use available health books

ELEMENTARY SCIENCE--HEALTH

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Refer to unit on "Foods": for points to re-emphasize in this area.	Films: Arkansas State Department 1110 Exercise for Happy Living (or 129, L.R. Schools) 1129 Good Eating Habits (or 152, L.R. Schools) 1090 Sleep for Health
A. Use flannel board materials, magazine pictures, etc., to summarize the reasons we should eat well-balanced meals that are carefully planned and prepared. Emphasize atmosphere as important to digestion.	Nutrition charts
B. Discuss stories (written or copied) and posters to stress the desirability of getting 8 - 10 hours sleep each night, having a regular time for working and studying, providing for regular recreation, and exercising properly.	Jenn Publications: Workforms, 1-326 thru 1-348
C. Make a list of what causes disease and what prevents it.	Materials from Extension Service "Nutrition Set" flannel board cutouts, Instructo "Balanced Meals" flannel board cutouts, Instructo
II. Show a film and let students write or copy a report of it.	Experience chart
A. Discuss complexion problems and what to do for them.	Films: Arkansas State Department 1008 Care of the Skin 1075 Care of Hair and Nails Films: Little Rock Public Schools 487 Healthy Skin 489 Healthy Feet
1. Have pupils list how they care for their skin; include regular washing, bathing, and precautions against sunburn, windburn, chapping.	
2. Advanced pupils may be able to give reports on freckles, acne, warts, etc.	Jenn Publications: Workforms C370, C372, B226, B227
3. Discuss best ways for bathing and keeping clean. a. Temperature of water b. Necessity of drying skin thoroughly, especially feet (athlete's foot). c. Importance of washing hands before eating d. Importance of washing face and keeping it clean	Field trip: Barber or beauty shop
B. Discuss and demonstrate correct way to brush hair and massage scalp, best way to shampoo, cause and prevention of dandruff, and how to wash the hair.	Grooming pictures
C. Specify and demonstrate the best way to clean and care for nails.	
D. Discuss the need for using deodorant.	

BASIC SKILLS	BOOKS AND MATERIALS
III. Caring For Teeth Vocabulary: brush, candy, cavity, clean, decay, dental, dentist, filling, foods, gums, paste, permanent, smile, teeth, temporary, toothbrush, x-ray	
IV. Studying Good Posture Vocabulary: posture, sit, stand, walk, lift	
V. Learning About Good Grooming	"Guide to Good Grooming," S.R.A. Phamplet
A. Selection of clothing for appearance	"Dress for Weather," National TB Association
B. Selection of clothing for health	
C. Care of clothing	
VI. Studying First Aid Vocabulary: accident, bandage, bathroom, bite, bleed, burn, careless, clean, cold, cut, classroom, doctor, first aid, home, hospital, medicine, poison, private, public, police, school, sidewalk, wound	
A. In the home	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
	Grooming pictures
III. Let class outline procedure for preventing tooth decay - assist in making charts to demonstrate this. A. Discuss irregular teeth and how they may be corrected. B. Discuss causes of bad breath and how to prevent this. C. Let students discuss their visits to dentists.	Resource person: Dentist, dental nurse, school nurse to demonstrate proper brushing and care of teeth Films: Arkansas State Department 1125 Dental Health--How and Why (or 79, L. R. Schools) 1001 Save Those Teeth
IV. Good and bad points of posture, advantages for good health A. Pupils draw stick figures showing goodpposture in sitting, standing. B. Proper care of feet, especially arches, as related to posture	Posters American Dental Association Jenn Publications: Workforms C373 Films: Arkansas State Department 922 Posture Habits
V. Students collect appropriate newspaper and magazine pictures. A. Stress neatness and cleanliness as importance to proper fit in clothing. Discuss need for changing socks and underwear daily as well as outer clothes. B. Discuss why we wear certain clothes at certain times (raincoat, shorts, etc.) C. Class help list ways of caring for clothes: wash "n" wear, dry cleaning, brushing, airing, mending; checking for buttons, snaps, hooks, straps, loose hems, holes, dust, items in poskets. Discuss proper storage.	Experience chart Jenn Publications: Workforms C374 Experience chart
VI. Ask school nurse for materials for first aid kit for classroom. Discuss what to do when you have a cold, a skinned knee, a cut finger, a headache, etc. A. Dangers Discuss importance of having light on before taking medicine from cabinet at home.	Films: Arkansas State Department 5690 Rescue Breathing 586 Your Health at School 5850 Health in Our Community Record Kit: Little Rock Public Schools 312 First Aid Training

BASIC SKILLS	BOOKS AND MATERIALS
B. At school	
C. In the community	
VII. Caring for the Sensory Parts of the Body Vocabulary: ears, eyes, nose, mouth, handkerchief	Pamphets: Metropolitan Life Insurance Company "Eyes--Good for a Lifetime--If." "Eyesight and Health."
VIII. Learning about Main Body Parts Vocabulary: heart, stomach, arms, legs, hands, feet, head, brain, bones, muscle, blood	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Talk about necessity of keeping insecticides, cleaning fluids, poisons, aspirin out of reach of young children. Teach pupils to recognize poison symbols and labels.	Clock with movable hands Poison labels and symbols
3. Talk about following doctor's orders when taking medicine. Use a situation involving clocks and telling time to explain this.	
B. Encourage pupils to discuss health problems with the school nurse.	
C. Discuss health services offered by city, county, and state.	
VII. Make charts listing good habits for care of sensory organs: especially eyes, ears.	Films: Little Rock Public Schools 18 Eyes and Their Care 45 Your Ears 95 Your Eyes
A. Stress importance of using a handkerchief when coughing and sneezing.	
B. Pupils write one good health habit each day in their notebook--use as slogan posted on blackboard.	Experience chart
VIII. Briefly mention and locate on students or charts these parts: mouth, stomach, liver, heart, intestines, arms and legs, hands and feet, head, brain, bones, muscles, blood.	Films: Little Rock Public Schools 548 The Human Machine

ELEMENTARY SCIENCE-- FOODS

BASIC SKILLS	BOOKS AND MATERIALS
I. Importance of Foods Vocabulary: balanced, basic, daily, diet, energy, menu, nutrition A. Food essential for life B. Necessity of a balanced diet C. Contributions of a good diet 1. Foods for growth and health 2. Foods for warmth and energy 3. Protective foods II. Kinds of Food We Eat Vocabulary: dairy, poultry, ranch, seafood, meat, beef, pork A. Plant products 1. Fruits 2. Vegetables 3. Cereals and bread 4. Nuts 5. Sweets 6. Coffee, tea, cocoa, spices	Library books: Alvee, Vera, About the Vegetables on Your Plate, Melmont Bendick, Jeannie, First Book of Supermarkets, Watts Press Goodspeed, M., Let's Go to the Dairy, Putnam Goodspeed, M., Let's Go to the Supermarket, Putnam Shannon, Terry, About Food and Where It Comes From, Melmont Available health texts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Importance of Foods A. Discuss: 3 meals a day, what foods we eat, and list foods the students like for each meal. B. Discuss what foods do for our bodies to keep us strong and full of energy, help us avoid disease, keep us alert and contented. With flannel board cutouts or teacher-made charts, explain the 4 basic foods and why it is important to eat food from each group daily. Have pupils classify the foods they eat under 4 basic groups and make charts. C. Help pupils make posters showing growth and energy foods. Discuss relationship between weight, diet, and health. Evaluate simple menus. Read menus borrowed from restaurants.	Films: Arkansas State Department 1291 "Eat for Health" (or 328 Little Rock Schools) 1094 "Food that Builds Good Health" (or 149 L. R. Schools) 1129 "Good Eating Habits" (or 152 L. R. Schools) Jenn Publications: Workforms B374 thru B377 "Balanced Meals" flannel board cutouts, Instructo "Nutrition Sets" flannel board cutouts, Instructo Experience charts--picture of food Restaurant or teacher-made menus
II. Divide foods into 2 main groups--plant and animal products. Decide which plant foods come from leaves, roots, or seeds. A. Pupils suggest foods for the categories in basic skills. Pupils make charts or bulletin board displays by drawing or cutting out pictures and pasting them in the proper category. Pupils learn how wheat is made into flour and then into bread. Pupils list kinds of bread they have eaten or heard about. Pupils list kinds of nuts they have eaten or heard about. Pupils learn about sources of sugar and how it is processed. Pupils find information about coffee, tea, cocoa and spices in books so they may be able to write a short story about them.	Films: Arkansas State Department 685 "Bread" 5393 "Story of Rice" 5440 "The Story of Sugar" (or 243 Little Rock Schools) 963 "Wheat, the Staff of Life, Part III" "Plants and Foods": flannel board cutouts, Instructo List of plant products with pictures Pictures of farms and their products

BASIC SKILLS	BOOKS AND MATERIALS
B. Animal products 1. Dairy foods 2. Meat 3. Fish and seafoods 4. Sweets (honey)	
III. Production and Processing of Food Vocabulary: canning, cultivate, distribute, farmer, freeze, local, market, preserve, process, produce, quart, raise, refrigerate, supply A. Food produced locally	
B. Food produced elsewhere	
C. Food processing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. List foods obtained from animals. Group in the list under basic skills. Read and learn how we get milk and other dairy products. Read about cattle ranches. Teach the names of meat we get from cattle, hogs, sheep. Pupils make scrapbook of animals that give us food. Stress importance of refrigeration for dairy and meat products. Pupil learns about honeybees.	Field trip: Dairy, meatpacking plant Films: Arkansas State Department 961 "Ice Cream" 762 "Milk" List of animal products with pictures Pictures of ranches, fisheries, aviaries "The Dairy Farm Series" 20 pictures, Little Rock "Farm Activities" 20 pictures, Little Rock
III. Processing Foods A. Pupils find out what fruits and vegetables are produced locally. Discuss influence of climate on crops. Discuss and describe farms pupils have visited or read about. How does the farmer prepare the soil, plant the seeds, cultivate soil, gather crops? Plant a small plot of simple plants on the playground or in window boxes. Example: leaf lettuce, radishes. Pupils write stories about fruits and vegetables they have seen at large supermarkets. Tell where foods come from and which are grown locally.	Field trip: Supermarket, food warehouse Plot of ground and seeds Pictures and stories about food preservation "The Market Series" 20 pictures, Little Rock
B. Discuss which foods come into the city by truck, railroad, boat, and plane. Point out refrigeration of these. Determine how foods get from warehouse to neighborhood stores. Discuss how some perishable foods must have special care (milk, ice cream). C. Describe ways we care for foods and preserve them--canning, drying, smoking, freezing, cold storage. List and find pictures to illustrate.	

ELEMENTARY SCIENCE--FOODS

BASIC SKILLS	BOOKS AND MATERIALS
IV. Buying Foods Vocabulary: dozen, fresh, gallon, groceries, ounce, pint, pound, weight A. Large supermarkets and small neighborhood stores B. How to choose foods 1. Choosing fresh foods 2. Buying fresh foods when in season V. Proper Behavior Vocabulary: digestion, manners	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Use newspaper ads to compare prices of foods at different stores. Call attention to weekly specials and have pupils write out a grocery list with costs. Arrange daily arithmetic lesson around ads. Discuss abbreviations used in ads, cost of items, differences in weights and measures, can and package sizes, etc. Explain terms: pound, dozen, quart, pint, gallon, ounce, bunch, etc. Students play store with empty boxes and cans, toy money, and cash register. Explain to students the use of a scale for obtaining weights and how various items are packaged and priced based on weight. A. Discuss the differences between large supermarkets (weekly specials, lower prices because of volume, and fresher produce and stock) and small neighborhood stores (higher prices but convenient). Compare paying cash and credit buying. Bring price wrappers from prepared items and teach how to read weight and cost. B. How to choose foods 1. Judging freshness in foods by crispness (lettuce, celery) color (fruits and vegetables) feeling (melons, avocados) smelling (melons) Use radish to show what happens when fresh vegetables are left unrefrigerated. 2. Discuss how cucumbers, berries, cabbage and other foods can be bought cheaper in season and preserved by canning and freezing. Discuss terms "condensed," "evaporated," and "dried," and give examples.	Film: Arkansas State Department 5572 "The Food Store" Filmstrips: Little Rock Public Schools 186d "The Grocer" 26h "Vegetables for the City" Newspaper ads Play money and cash register Arithmetic flash cards Scale Wrappers from canned goods and packages Pictures of fruits and vegetables Fresh radish Experience charts
V. Discuss proper table etiquette: chewing with mouth closed, breaking bread into smaller pieces, keeping elbows off table, etc. Emphasize good atmosphere as important to proper digestion.	Field trip: Restaurant Experience chart on table manners

ELEMENTARY SCIENCE---CLOTHING

BASIC SKILLS	BOOKS AND MATERIALS
I. Why Clothing is Important Vocabulary: cocoon, comfort, custom, fabric, factory, flax, occasion, occupations, press, silkworm, style, wool. A. Need for health, comfort, and appearance B. Desire to be like others C. Uniforms for certain occupations II. Kinds of Clothing We Wear A. To suit the occasion B. To be in style C. Because of custom D. Because of occupation E. Because of weather III. Materials for Making Cloth A. From plants 1. Cotton 2. Flax 3. Rubber 4. Grass, bark, and leaves	Library books: Jupo, Frank, Nothing to Wear But Clothes, Melmont Lazarus, Harry, Let's Go to the Clothing Factory, Putnam Nighbert, Esther, True Book of Cloth, Children's Press Rogers, Mathilda, First Book of Cotton, Watts Lenski, Lois, Cotton in My Sack

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Next to food and shelter, clothing is a primary need of man. A. Why is clothing important for health, comfort, and appearance? B. Discuss conformity in dress and the extent to carry it. Example: hippies C. Why do certain jobs require uniforms?	Bulletin board Experience charts
II. Make notebooks of different types of clothing. A. Clothes for parties and church are not worn for play, etc. B. Certain clothes look good on some people and not others. Example: stripes, short hems C. People in various countries dress according to custom. View films. D. Stress weight and color of cloth for seasonal clothes. Pupils draw their favorite clothes and why they like them. Make simple doll clothes.	Film: Arkansas State Department 693 "Children of Holland (76 - L. R.) 694 "Children of Japan (115 - L. R.) Magazine and ditto sheet pictures of various forms of dress. Pictures of occupational people: nurses, servicemen, policemen, scouts, etc.
III. Materials for Making Cloth A. List materials we get from plants. Have samples to be felt and for a scrapbook. Make posters--dressing people with material scraps. 1. Find out how cotton is picked, ginned, and fibers made into cloth. 2. Discuss materials from flax and articles made from linen. 3. Learn that rubber comes from the sap of certain trees and how it is extracted. List articles of clothing made from rubber. 4. Grass, bark, and leaves were early clothing and still used in some countries.	Jenn Publications: Workforms C418 Film: State Department 923 "What is Cloth?" 703 "Cotton" 587 "George's New Suit" 758 "Making Cotton Cloth" 490 "Wool" (16 - L. R.)

ELEMENTARY SCIENCE--CLOTHING

BASIC SKILLS	BOOKS AND MATERIALS
B. From animals 1. Wool 2. Silk 3. Fur 4. Leather C. Man-made materials IV. Marketing of Clothing A. Home-made B. Factory-made C. Tailor-made D. Clothing stores V. Clothing Care A. Wash B. Dry clean C. Mend D. Iron E. Press F. Other repairs G. Storage	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. List materials we get from animals. Have samples to be felt and for a scrapbook. 1. Discuss wool clothing and when it is worn. Show how sheep are clipped and wool is processed. 2. Explain how the silkworm spins his cocoon and what country is known for this. Draw pictures. List articles of silk clothing. 3. How and where is fur obtained? It is used mostly for trim? 4. Leather comes from hides of animals and used for shoes, gloves, coats, balls.	Material samples Experience charts Newspaper ads for clothing Pictures of animals
C. Discuss sources of other materials (wood, glass, coal, plastic, chemicals, etc.) and their advantages (no iron, quick dry, etc.).	
IV. Discuss similarities and differences in how and where clothes are made.	Jenn Publications: Workforms C417
Discuss where students get their clothing and why.	Newspaper ads
Compare department stores, basement stores, and speciality stores. Also mail order.	
V. Discuss meaning of washing instructions.	Buttons Thread Needles Cloth Washing instructions for new clothes
Show and practice how to sew on buttons, put in hems and repair tears. Discuss proper storage of clothes.	
How is size measured?	

ELEMENTARY SCIENCE--COMMUNICATIONS

BASIC SKILLS	BOOKS AND MATERIALS
I. Why We Need to Communicate Vocabulary: communicate, courtesy, emergency, entertainment, information, pleasure A. Exchange thoughts B. Share ideas C. Send and receive news D. Give and receive information E. Pleasure F. Health and safety G. Carry on business	Library books: Batchelor, J. F., Communications: From Cave Writing to Television, Harcourt Buchheimer, Naomi, Let's Go to the Post Office, Putnam Buchheimer, Naomi, Let's Go to the Telephone Company, Putnam Bulla, C. R., Riding the Pony Express, Crowell Greene, Carla, I Want to Be a News Reporter Children's Press Greene, Carla, I Want to Be a Telephone Operator Children's Press McCall, E. S., How We Get Our Mail, Benefic Scotin, Laura, Let's Go to the Newspaper, Putnam
II. Various Ways People Communicate Vocabulary: code, conversation, newspapers A. Looking B. Listening C. Talking D. Signals E. Reading	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Look up "communication" in the dictionary and discuss its meaning. List different ways of communicating and why we do it (List I). Discuss need for improved and faster communication. People communicate for companionship as well as to be helpful to one another. Education is communication. We give and take thoughts and ideas.	Film: State Department 959 "Communication and Our Town" 5366 "Story of Communication"
II. Various Ways People Communicate A. Discuss importance of eyes--to see movies, pictures, maps, etc. B. Hearing reports, conversation, etc., is best way to receive ideas through listening. C. List situations where talking is communication: conversing, telephoning, discussing, etc. (Listening is involved.) Prepare short speeches. D. Discuss communication skills in two groups: Those We See: signs, flags, lights, hand signals Those We Hear: whistles, horns, bells, sirens E. List things we read. Why do we read (List I)? Stress variety in reading.	Bulletin board--use looking, listening, etc., with pictures of each Jenn Publications: Workforms C424, C425 Film: State Department 1396 "Learning About Sound" 583 "Sounds All Around Us" 79 "Letter to Grandmother" 865 "Mailman" (119 - Little Rock Public Schools) Field trip--City library Resource person: school librarian "Sound and Light in Communication" Flannel board cutouts Milton Bradley

ELEMENTARY SCIENCE--COMMUNICATION

BASIC SKILLS	BOOKS AND MATERIALS
F. Writing	
III. Ways Animals Communicate	
Vocabulary: messages, sounds	
A. By sounds they make	
B. By actions or mannerisms	
C. By feeling vibrations	
IV. Communication Long Ago	
Vocabulary: alphabet, ancient, invention, Morse Code, Pony Express	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Write various types of letters. Talk about the ways we send letters, postage required, how long letters take to arrive, other postage rates, local and out-of-town mail, mail boxes, and pick-up times.	Experience charts: Rules for good listening Rules for good speaking Sample charts on good letter writing Chart on U.S. postal rates
III. List on board student's pets and how they send messages. Copy animal riddles in notebooks.	Information on school and city library "Animals and Their Babies" Milton Bradley posters Peabody Language Kit
IV. Explain how Indians and other people sent messages. A. Talk about signaling with flags and smoke. B. Show pictures of picture writing on caves. Let pupils write a message in picture writing for the class to read. C. Explain the invention of the alphabet. D. Explain that the invention of electricity led to printing: thus books, newspapers, etc. E. Talk about the town-crier--the walking newspaper. F. Mention dancing, prayer, and music to express feeling. Example: medicine man G. Compare pigeons, runners, pony express and messenger boys to air mail and postman. H. Read about Paul Revere and write or copy a paragraph explaining the signals used.	Pictures of cave writing Stories about: Paul Revere Pony Express Records of tribal dance

BASIC SKILLS	BOOKS AND MATERIALS
V. Communicating in New Ways Vocabulary: braille, broadcast, cablegram, Conelrad, dial, headlines, microfilm, operator, person-to-person, postal, recorder, selecting, station-to-station telegram, telegraph, television, walkie-talkie, wireless. A. Motion pictures B. Telephones C. Radio	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Have pupils list modern communication methods as under basic skills.	"Sound and Light in Communication" Flannel board cutouts Milton Bradley
A. Compare family use, educational use, and pleasure in motion pictures.	
B. Discuss dependency on telephones for business, pleasure, and emergency.	Tele-trainer telephone unit plus films, filmstrips and workbooks. Telephone Company
1. List and copy rules of courtesy on the telephone.	
2. Practice dialing the telephone, getting information, and obtaining assistance from the operator.	Story of Alexander Graham Bell Experience chart on telephone manners
3. Demonstrate and practice using alphabetical listings and yellow pages in directories.	
4. Write or copy paragraphs explaining correct telephone usage.	
5. Demonstrate how to use a pay telephone.	Telephone and pay telephone
6. Call to class's attention how to recognize a place that has a public telephone.	Telephone directories
7. Look in the directory for emergency numbers.	115--Telephone Study Kit--Little Rock
8. Dramatize calling a doctor when ill, friends for pleasure, home when you're going to be late, the bus company for travel schedules.	
9. Mention traveling telephones, who uses them, and why.	
C. Discuss how messages are sent by radio, and how radio programs are brought into homes.	Newspaper radio and television section
1. List things we learn from radios: news, weather, etc.	Experience chart: Wise Television Habits
2. Mention Conelrad listings for Civil Defense alerts.	

ELEMENTARY SCIENCE -- COMMUNICATION

BASIC SKILLS	BOOKS AND MATERIALS
D. Television	
E. Recorders	
F. Highway and traffic signals	
G. Posters and billboards	
H. Telegrams	
I. Other modern communication methods	
1. Microfilm	
2. Sign language	
3. Braille	
4. Rockets	
VI. Importance of Communication in our Modern World	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Discuss wise use of television through selecting programs and limiting watching time, considering others, and where to sit so not to hurt eyes. Note variety television offers--plays, musicals, westerns, news and weather, historical reviews, present happenings, teaching purposes, etc.	
E. Use tape recordings to record events in the room to be heard at another time. Mention home and business use.	Tape recorder
F. Let pupils draw pictures of highway and traffic signs. Ask them to list the meaning of each symbol. Refer to unit on "Safety."	"Useful Signs to See and Read" Milton Bradley posters
G. Mention the various advertising signs we see on highways and in our city.	"Safety on Streets and Sidewalks" Flannel board cutouts, Instructo
H. Comment on what occasions telegrams and cablegrams are used. Discuss how to send and how to word them (briefly with no punctuation). Discuss Morse Code and Samuel Morse.	Braille Book
I. Other modern communication methods 1. Mention how microfilm records for storage in a small space (city library). 2. Who communicates with sign language and why? 3. Talk about Helen Keller and show a Braille book. 4. Mention rockets communicating by weather station and as a spy-in-the-sky.	
VI. Indicate importance of communication in our modern world for business, learning, news, pleasure, and safety. Have pupils write or copy a paragraph describing what our life today would be like without books, radio, television, telephone, etc.	Experience charts

ELEMENTARY SCIENCE - WEATHER

BASIC SKILLS	BOOKS AND MATERIALS
I. What is Weather? Vocabulary: air, anemometer, barometer, climate, cloud, evaporate, fog, forecast, front, frost, hurricane, ice, predictions, precipitation, pressure, rain, season, snow, temperature, thermometer, vapor, water cycle, weather, weather bureau, weather vane, wind, rain gauge. A. What are the cold seasons? B. What are the warm seasons? II. How is Weather Forecasted? A. What are the weather instruments?	Library books Fenton, Carrol, Our Changing Weather, Doubleday Jannshill, Ivan, All About the Weather, Random House Meyer, Jerome, Picture Book of Weather, Lathrop Parker, Bertha, Ask the Weatherman, Row, Peterson Parker, Bertha, Clouds, Rain, and Snow, Row, Peterson Parker, Bertha, Our Ocean of Air, Row, Peterson Wyler, Rose, The First Book of Weather, Watts Use available science texts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Write "weather" on the chalkboard and have someone look in dictionary encyclopedia. Students should have a folder for each lesson so that a book can be made when the study is completed. Pictures can be taken from magazines, etc. When booklet is completed, have students number the pages; make a table of contents; and make an original art cover. Make weather word list. Watch the noon weather forecast if possible on classroom TV. A. Discuss: fall brings school time, sap storage and loss of leaves to plants, and heavier coat of fur, storage of foods and migration to animals. Learn the fall months. Discuss: winter brings cold weather, shorter days, less sun and winter clothes. Learn winter months. B. Discuss: spring brings equal days and nights, shorter shadows, warmer days, leaves bud and plants grow, butterflies emerge and birds build nests. Learn spring months. Discuss: summer brings warm weather, long days, more sun, and summer clothes. Learn summer months.	"Weather" flannel board cut-outs, Milton Bradley "Weather Station," Milton Bradley Filmstrips: Little Rock Public Schools 442b "The Seasons" 46h "Weather" 158a "Weather and Climate" 149e "Weather and Seasons"
I. Ask pupils how they know when there will be a change in weather. A. Use pictures of weather instruments. Discuss how they work and what they are for. Students can tell where they've seen the various instruments: wind-vane, thermometer, rain guage, barometer, anemometer, etc. Practice reading thermometers. Station a thermometer outside and one inside. Using a Milton Bradley Weather Station, students can color in these two temperatures, figure the difference, and chart the temperature on the graph. This should be done at approximately the same day. Also on this station is month, day, year, sky, wind, clouds, and a general description of the weather. Young students can add to the daily calendar a picture or word describing the weather each day. Example: cloudy, sun, etc. Make a barometer for the room.	Field Trips: Weather Bureau Film: State Department 1266 "How Weather is Forcast" Jenn Publications: Workforms B338, B339, C325, C326, C327, B274 Outdoor thermometer Indoor thermometer Cardboard thermometer (Ideal) "Water Cycle" flannel board cut-outs, Instructo

BASIC SKILLS	BOOKS AND MATERIALS
B. What natural phenomena affect changes in weather? 1. Precipitation 2. Wind 3. Clouds 4. Fronts 5. Air masses 6. Pressure areas 7. Water cycle 8. Storms III. The Weather Man -- Who Is He? IV. How Does Weather Affect People? A. How does it affect you? B. How does it affect transportation, communication, industries, occupations, and recreation?	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Add stories, pictures, and other material to students' books. 1. Read and write stories and complete worksheets on rain, sleet, snow, etc., that can be added to student booklets. 2. Discuss wind and its purpose. 3. Illustrate the three main types of clouds and the weather they indicate. 4. Illustrate cold and warm fronts, what weather they bring, and how they are formed. 5. Illustrate how the poles and equator, with the help of wind, are the main originators of the general air masses. 6. Illustrate high and low pressure areas, how they are formed, and what type of weather they indicate. 7. Illustrate evaporation, condensation and precipitation. Students can discuss incidents in which they have witnessed these happenings. Write the story and draw a picture of the life of a raindrop. 8. Discuss differences in thunder and lightning, tornadoes, hurricanes, (eye) and tropical storms.	Film: State Department 1048 "A Story of a Storm" 5815 "Wind and What It Does" Films: Little Rock Public Schools 98 "What Makes Rain" 14 "Water Cycle" Film: Telephone Company "The Unchained Goddess" Jenn Publications: Workforms C323, C324, C335
III. Using the weather map from the morning newspaper plus the U. S. flannel weather map, pretend to be the weatherman on TV--putting in fronts, pressure areas, rain, snow, etc. After several days of practice with the teacher doing this, let the students take turns each day. They must fix the weather map and complete the weather station. (Students learn names and location of states in a meaningful way.)	Resource person: A TV weatherman Film: State Department 1433 "The Weather Station" "U.S. Weather Map" flannel board cutouts, Instructo Weather maps from daily newspapers
IV. Discuss if weather makes a difference in personal activities. A. Students write teacher-made stories or creative stories concerning themselves in different types of weather--include types of clothing and activities for rainy weather, summer, winter, snow, etc. B. Discuss, write stories, make posters on these topics: 1. Can house painters work on a rainy day? 2. Should you use the telephone in an electrical storm? 3. Is skiing a cold weather or hot weather sport?	

BASIC SKILLS

I. Why We Travel
Vocabulary: distance, transportation, travel

A. To get things we need, to carry products to and from market

B. To move from place to place, to obtain work, and travel to and from work

C. To learn new ideas

D. For pleasure

II. Land Transportation

Vocabulary: automobile, boxcar, engine, fare, horseback, meter, motorbike, pedestrian, schedule, streetcar, taxi, trailor, truck, wheel

A. Foot

B. Horse

C. Carriage, coach, wagon

D. Automobile, bus, taxi

E. Train, passenger and freight

BOOKS AND MATERIALS

Library books:

Alexander, Anne, ABC of Cars and Trucks, Doubleday

Allison, Dorothy, About Helpful Helicopters, Melmont

Arbutnot, May Hill, Time for Poetry

Benedick, Jeanne, First Book of Automobiles, Watts

Block, Irvin, The Real Book About Ships, Doubleday

Colby, C. B., First Boat, Coward

Lewellin, John, True Book of Airports and Airplanes, Children's Press

McCoy, Jack, Big Book of Real Submarines, Grossett

Posell, Elsa, True Book of Transportation, Children's Press

Zaffo, George, Big Book of Real Trains, Grossett

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Stress importance of travel in our modern life. Tie in reasons for travel as listed under basic skills. Collect travel pictures for individual books on transportation. Read a travel story. Write or copy story and draw pictures. Read and copy poems on travel.	Experience charts Coloring books--to be copied and run off Little Rock Public Schools "Transportation Series" 20 pictures
II. Talk about travel long ago. Man had to walk, then tame animals. Discuss importance of wheel. List on board different ways pupils come to school. Explain why some pupils walk, ride bicycles, come by car or bus. Discuss why we obey traffic rules even when a policeman isn't there. Learn to recognize safety signs (stop, go, etc.). Review bicycle rules (refer to unit on "Safety"). Make bus or train tickets for imaginary trips from cardboard. Bring toy train and construct a terminal. Learn such songs as "I've Been Working on the Railroad." Share individual experiences from train or bus trips. Show how to use a map of the city to find your way; locate places of interest and how to get there. Compare city bus rates and conveniences to taxi services Plan imaginary bus trip to some other city. Use travel folder, timetables.	Bulletin Board: "Transportation: Land-Water-Air" Field trips: Railroad station, bus station Cardboard boxes, toy train, city map, travel folder Films: Arkansas State Department 852 "Bus Driver" 744 "The Passenger Train" (or 364 L.R. Schools) "Useful Signs to See and Read" posters, Milton Bradley Filmstrips: Little Rock Public Schools 116a "Railroad Study Kit" 98b "History of Land Transportation" 409b "Transportation of the Past" Flannel board cutouts, Instructo "Simple Transportation" "Cars and Trucks" "Trains"

ELEMENTARY SCIENCE--TRANSPORTATION

BASIC SKILLS	BOOKS AND MATERIALS
III. Water Transportation Vocabulary: harbor, loading, rowboat, sailboat, steamship, submarine A. Passenger ships B. Freighter ships C. Pleasure boats D. National defense ships IV. Air Transportation Vocabulary: baggage, flight, future, hanger, helicopter, luggage, missiles, pilot, rocketship A. Airplane and Jet B. Helicopter C. Space travel--rockets, missles	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III. Discuss the kinds of water travel the students know about. Pupils can bring model boats to tell about. Discuss that people can eat and sleep on some boats. Pupils talk about and draw pictures of small pleasure boats.	Films: Arkansas State Department 5771 "Seaport" 5772 "Boats and Ships (or 73 Little Rock Schools) Filmstrips: Little Rock Public Schools 98b "History of Water Transportation 409e "Water Transportation" Flannel board cutouts, Instructo "Water Transportation" "Boat, Ships, and Harbor Series" 20 pictures, L.R. "The Cargo Ship Series" 19 pictures, L.R.
IV. Air Transportation--locate the airport on the city maps A. Discuss how long it takes to fly to nearby cities. 1. Discuss why it is important for pilot to have advance information on weather conditions. 2. What kinds of goods are shipped on planes? 3. Compare basic differences between the airplane and jet. 4. How do you get tickets and check bags? Act out leaving on a plane trip. B. What are helicopters used for? Draw pictures. C. What is the purpose of space travel? Show and draw pictures.	Field trip: Airport Films: Arkansas State Department 665 "An Airplane Trip" (or 71 Little Rock Schools) 5774 "An Airplane Trip by Jet" 330 "Airplane Passenger Flight" (or 376 L.R.) 939 "Behind the Scenes at the Airport" Filmstrips: Little Rock Public Schools 98c "History of Air Transportation" 239a "The Airplane Changes America" "Air Transportation: Flannel board cutouts, Instructo Pictures of air travel U.S. Map Experience charts

BASIC SKILLS	BOOKS AND MATERIALS
I. What is the Earth? Vocabulary: Sun, Earth, Jupiter, Mars, Venus, Saturn, Mercury, Pluto, Uranus, Neptune, solar system, moon, galaxy, orbit, planet, comet, meteorite, space, satelite, star, eclipse, seasons, atmosphere, astronaut. A. The earth's surface is composed of land and water and is surrounded by air.	Library books Loomic, Frederic, Field Book of Common Rocks & Minerals, New York, Putnam Meyer, Jerome, Picture Book of the Earth, New York, Lethrop, Lee & Shepard Schneider, Herman, Nooks, Rivers & the Changing Earth, New York, Scott Zim, Herbert, What's Inside the Earth, Dinosaurs, New York, Morrow
B. The earth is very old.	Wagner, Harr, Leonard Visits Space, Series with Records Use available science texts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Look up some introductory vocabulary words.	
A. Wave a fan to show air is all around us. Examine a globe to show 1/3 of the earth's surface is land. Use dishes of salty and fresh water to explore the principal of evaporation. Use pictures to illustrate the terms: continents, mountains, hills, valleys, plains, plateaus. Cut potato and watch it shrink as water evaporates. Use flashlight and globe to show rotation causes light and dark. Discuss what changes seasons.	Jenn Publications: Workforms B278, C339 Films: Arkansas State Department 722 "Our Earth" 1284 "What Causes Seasons" Filmstrips: Little Rock Public Schools 60a "About Our Earth" 443b "Our Earth" 88a "Day and Night" 47a " Why the Seasons?"
B. Learn that the fossil is evidence of past life on the earth--that fossils may be found in the form of bones, shells, imprints, skeletons. Draw pictures of what you think the earth looked like long ago. Collect pictures of prehistoric animals; make clay figures. Make fossil prints in clay or plaster of paris.	Field trip: Visit museum Film: Arkansas State Department 1451 "Fossils: Clues to Prehistoric Times" Filmstrips: Little Rock Public Schools 60d "How Our Earth Began" 212a "Discovering Fossils" 486c "Reptiles Inherit the Earth"

BASIC SKILLS	BOOKS AND MATERIALS
C. Forces within the earth are constantly changing the earth.	
D. The crust of the earth is very important to us.	
II. Who Belongs to the Earth's Family?	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Observe pictures of the national parks in the western United States to show how wind caused erosion. Show how the earthworm helps water and air get into the soil. Discuss the animals that live in the soil and bring particles of rock to the surface. Dig for earthworms and count the number found in a clod of earth--measure depth at which they were found. Place a piece of paper on a table and push each end to show how pressure builds mountains. Discuss the way molten rock from within the earth often pushes through weak spots in the crust (volcanoes) and sometimes fails to reach the surface (minerals are brought to the surface this way).	After a rain go with the class to a section of the playground or nearby to observe erosion. Jenn Publications: workform C343 Film: Arkansas State Department 5861 "Our Changing Earth"
D. Examine soil with a magnifying glass. Observe growth of plants in various soils--sand, clay, loam, etc. Make a collection of rocks. Make posters showing uses of rocks for building.	Jenn Publications: workform C338 Film: Arkansas State Department 5548 "Rocks for Beginners" 1172 "What is Soil?" Filmstrips: Little Rock Public Schools 352e "Surface of the Earth" 213a "Story of Rivers" 213f "Story of Volcanoes" Jenn Publications: workforms B276, B277, B279, C337, C340, C341, C342, C346
II. The flannel board cut-outs can be used for: lessons, drills after lessons, and left out for students to use individually or independently. Develop the idea that the Earth is the planet on which we live and that it moves around the sun in a regular course called an orbit. There are 8 other planets orbiting the sun which is very large in comparison.	Film: Arkansas State Department 1391 "Big Sun & Our Earth" 1393 "What Do We See in the Sky?"

ELEMENTARY SCIENCE - EARTH

BASIC SKILLS	BOOKS AND MATERIALS
III. What Do Astronaues Do?	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Place the planets in position without identifying them. Have the class investigate to find the names to help you label them. Discuss sun, star, and moon in relation to earth. II. Look up astronaut in dictionary and/or encyclopedia. Discuss famous astronauts. Collect newspaper and magazine stories. Write or copy stories of astronauts, space travel or satelites.	5602 "The Sun's Family"(or 91g Little Rock Public Schools) "The Earth in Space" flannel board cutouts, Milton Bradley "The Solar System" flannel board cutouts, Milton Bradley Films: Arkansas State Department 5568 "Earth Satelites - Explorers of Outer Space" (or 480 Little Rock Public Schools) 5569 "Rockets: How They Work" (or 481 Little Rock Public Schools) Space coloring books - to be copied and run off

ELEMENTARY SCIENCE -- PLANTS

BASIC SKILLS

I. What are Plants?

Vocabulary -- desert, grassland, ivy, Johnson grass, moisture, oxygen, petal, shrub, poisonous, sunlight, sunshine, terrarium

A. Trees

B. Flowers

C. Vegetables

D. Vines and weeds

II. Source of Plants

Seeds
Roots
Bulbs

III. Parts of Plants

Seed
Root
Stem
Leaves
Petals

IV. Needs of Plants

Soil
Air
Water
Sunlight

BOOKS AND MATERIALS

Library books:

Kirkus, Virginia, First Book of Gardening, Watts

Podendorf, Illa, True Book of Weeds and Wildflowers, Children's Press

Webber, Irma, Bits that Grow, Scott

Webber, Irma, Thanks to Trees, Scott

Pamphlets from State Conservation Department
Agriculture Extension Service

Glass terrarium or large glass jars

Experience charts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Read, write, or copy stories on different plants.	Bulletin board Experience charts Films: Arkansas State Department of Education 5688 "Trees--Our Plant Giants" 1452 "Trees--How We Identify Them" Filmstrips: Little Rock Public Schools 41a "Flower Garden" 71c "How Plants Live and Grow" 267a "Plants Grow" 144c "Plants and Flowers" 289c "The Kinds of Plants" 465a "The Kinds of Plants" Pictures of various plants Artificial fruit Seed catalogs, magazines Raw vegetables
A. Walk around school yard and collect leaves from different plants. Collect pictures of different fruits and fruit trees. Make scrapbooks. Learn to recognize and name fruit.	
B. Make large class posters of flowers from magazines and catalogs. Practice naming and recognizing common flowers.	
C. Make a vegetable book, using pictures from magazines. Find foods that can be eaten raw and food that must be cooked. Write simple recipes. Put them in a booklet to take to mother. Have each student bring a raw vegetable to school and have a tasting party.	
D. Put a sweet potato in a glass jar full of water. Watch roots and vines grow.	Sweet potato and glass jar
Encourage children to keep weeds pulled from grass and flowers at home.	Films: Arkansas State Education Department 1403 "Learning About Seeds" 755 "Leaves" (or L. R. Public Schools 33)
II. Grow different plants in classroom to show growth from seeds, roots, and bulbs. Watch head of dandelion float through the air to demonstrate how some seeds travel. List other ways (wind, birds, insects, etc.)	Seeds, roots, bulbs, flower box Experience charts Teaching transparencies, Instructo 817-1 "Parts of a plant" 817-2 "Parts of a flower" 817-3 "From flower to fruit"
III. Plant seeds in a glass dish and watch plants grow from seeds. Bring in different plants or grow them in classroom to show various parts. Identify plant parts. Use bean plant as model from "Plant Growth Kit."	Jenn Publications: Workforms B244, B246, C349 "Study of Plant Growth" flannel board cutouts, Instructo
IV. Plant one cup of seeds without water and one with water. Observe growth difference. Plant one plant in sunlight and on in a dark corner. Compare growth. Make a terrarium. Show students how moisture in the terrarium waters the plants. Water is necessary to growth of plants, but too much water will kill them. Using pictures and examples, show how different plants need different amounts of sun and water, and different types of soil.	Glass dish, soil, seeds, or plants Experience charts Overhead projector

ELEMENTARY SCIENCE -- PLANTS

BASIC SKILLS	TEACHING AIDS AND RESOURCES
V. Discuss Uses of Plants Food Clothing Shelter Beauty Other items at home and in the classroom	

SUGGESTED ACTIVITIES	TEACHINC AIDS AND RESOURCES
V. Discuss how some clothing, parts of automobiles, many household and school items are made from plants. Collect pictures of homes made from different types of plants (log cabin, lumber). Go for a walk and notice all living and dead plants. Why did the plants die? List different types of food we eat and whether it is a bulb, root, or a seed. Have each student bring a piece of fresh fruit to school. Have a "Fruit Party."	Field trip: Garden or fruit trees near school Jenn Publications: Workforms 1-294 through 1-309 "Plants and Food" flannel board cutouts, Instructo Experience charts

ELEMENTARY SCIENCE--ANIMALS

BASIC SKILLS	BOOKS AND MATERIALS
I. What are Animals? Vocabulary: aquarium, dependent, habitat, plus names of animals and babies A. Have hair or fur B. Breathe with lungs C. Can be fed with milk from the mother D. Are warm-blooded E. Protect their young	Library books: Blough, Glen O., Animals Around the Year Hartwell, Marjorie, The Animals of Friendly Farm Neurath, Marie, The Wonder World of Animals Pistorius, Anna, What Animal Is It? Podendorf, Illa, True Book of Animals, Children's Press Robinson, Irene, Picture Book of Animals Rajankvesky, Feodor, The Great Big Animal Book Selsam, Millicent, All Kinds of Babies, Scott Small, Mary, The Care and Feeding of Animals _____, Animal Fun Book, School Products _____, Homes and Habits of Wild Animals _____, Friendly Animals, School Products
II. Pets	
III. Animals Usefulness to Man A. Food	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Discuss characteristics that belong to all animals. Refer to basic skills. Mention the many types of animals: Those that live with people--pets and farm animals Those that live in woods and fields--rats, moles, skunks, rabbits, deer Those that live in far-off places	I. "Animals," a Whitman creative drawing book--can be copied and mimeographed Experience charts
II. Let pupils tell about their pets and show pictures that they have drawn. Include care and feeding. Write a paragraph. Learn animal sounds. Emphasize that pets should: Be given food and water regularly Get plenty of fresh air Be kept clean Be fed at a regular time and place Have a regular place to sleep Discuss neglect of pets as harmful to animal and owner. Discuss what pets are most suited for different living conditions and why. Fish and turtles are not really animals but often pets. See if pupils know why they aren't animals (see Basic Skills I). Have aquarium in the classroom to observe and care for.	II. Jenn Publications: Workforms 1-310 thru 1-321, B250 thru B252, C25, C55, C56, C88, C317, C318, C320, C321, C369, C421 Field trip: visit a pet shop Experience charts Films: State Department 688 "Care of Pets" 1407 "Animals: Ways They Eat" (108-L. R.) 1324 "Animals: Ways They Move" (109-L. R.) 1458 "Little Animals" "Our Pets" flannel board cutouts, Instructo "Animals" Science concept chart, Instructo "Magnetic Pets" Instructo Aquarium
II. Compare animals that serve man with those that do not. A. Study cows, milk, and milk products Learn names of meat from different animals: cows--beef, hogs--pork, etc.	III. Field trips: farm dairy, or fair Films: State Department 960 "Animals of the Farm" 1347 "Animals at Work in Nature (541 - L. R.) 668 "Animals of Modern Life"

BASIC SKILLS	BOOKS AND MATERIALS
B. Clothing	
C. Work	
D. Companionship	
IV. Zoo, Circus, and Wild Animals	
V. Animal Homes	V. "Zip's Book of Animals" A Weekly Reader Practice Book
A. On the ground	
B. In trees	
C. In water	
D. Under the ground	
E. Provided by man	
F. No homes	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Learn how sheep are clipped and wool made into cloth. Ask each pupil to name something he has on made from cows (shoes). List other articles worn made from animals. C. List animals that work for man: horses to ride, pull carriages, wagons, plows; oxen to pull plows; circus animals do tricks; etc. D. Stress that pets serve man only by being a friend. IV. Help pupils to see that we cage animals in zoos so that people can see animals of other places and countries. Let each pupil act like a zoo animal (include making sounds) and the rest of the class guess what he is. Find out what specific animals come from what countries. Have pupils write or copy stories about a trip to the zoo or circus or about specific wild animals. V. Make a chart, draw pictures, and write stories about animals with different homes.	"Animals and Their Young" Milton Bradley posters "Farm Animals" Flannel board cutouts, Instructo "Visiting the Farm," Activity kit stand-ups, Instructo Filmstrips: Little Rock Public Schools 489a "Farm Animals and Pets" 136c "Farm Animals and Pets" Field trip: zoo or circus "Zoo Trip" a Whitman creative drawing book. Can be copied and mimeographed. Films: State Department 987 "The Zoo" (166 - L. R.) 1412 "Zoo Baby Animals" 723 "Elephants" (138 - L. R.) "Circus Day at the Zoo" (193 - L. R.) "Zoo Animals" flannel board cutouts "A Day at the Zoo" Activity kit stand-ups, Instructo Films: State Department 1292 "Animal Homes" (409 - L. R.) 1007 "Animals Growing Up" 1398 "Animals in Autumn" (476 - L. R.) 599 "Animals in Spring" 600 "Animals in Summer" 1076 "Animals in Winter" (30 - L. R.) 1256 "How Animals Defend Themselves" (35 - L. R.) 701 "Common Animals of the Woods" (78 - L. R.) "Sewing Cards" Animals, Milton Bradley

ELEMENTARY SCIENCE--BIRDS

BASIC SKILLS	BOOKS AND MATERIALS
I. What Are Birds? Vocabulary: abandon, bird, earthworm, feeder, female, grubs, insects, male, nest pair, protection, seeds. A. Song birds B. Game birds C. Scavenger birds D. Birds of prey E. Poultry II. Needs of Birds A. Homes B. Foods C. Protection III. Usefulness of Birds	Library books: Earle, Olive, Birds and Their Nests, Morrow Earle, Olive, Robins in the Garden, Morrow Lemmon, Robert S., All About Birds Williamson, Margaret, First Book of Birds, Watts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Have pupils tell what a bird is--look in the dictionary. Keep individual booklets with a picture and a short story of each bird discussed. Make the following chart to refer to with every bird discussed: Most birds build nests in which to care for their eggs and young birds. Feet tell how a bird lives Many birds go south where food is more plentiful in winter. Birds build homes of different kinds. Select about 10 to 20 well-known birds plus several unusual ones to concentrate this study. Learn how to name these and identify them according to list under Basic Skills I.	Bulletin board Experience charts Films: State Department 1254 "Birds Are Interesting" (136 - L.R.) 642 "Five Colorful Birds" (350 - L.R.) 794 "Robin Redbreast" (80 - L.R.) Jenn Publications: Workforms 1-213 thru 1-259 C53, C322 "Birds" flash cards, School products "20 Familiar Birds" Pictures, School products
II. Discuss that birds and all living things have basic needs--compare to people. A. Emphasize that not all birds build nests and that not all nests are alike. Pupils can look for abandoned nests to bring to class. List material found in nests (twigs, string, mud, hair, and grass) and how they get these materials. Discuss birds that live in cages.	Feed birds around the school Films: State Department 1404 "Bird Homes" 641 "Birds in Winter" (533 - L.R.) Birdnests Bird pictures
B. Discuss what various birds eat and notice that they do not eat the same kind of foods. Most birds feed on seeds, insects, eggs, grubs, and small animals.	Experience charts
C. Discuss and show that birds are born from eggs laid by the mother. Female birds usually have duller colored feathers to protect the eggs and young. Show that the size, shape, and color of birds depend on where they live and works as a camouflage in nature.	
III. List how birds help man (eat insects, sing, etc.). Also list how man helps birds (winter feeding, provides houses, etc.). Talk about poultry.	Film: Little Rock Public Schools 183 "Little Red Hen" Experience chart

ELEMENTARY SCIENCE-- INSECTS

BASIC SKILLS	BOOKS AND MATERIALS
I. What is an Insect? Vocabulary: adult, body, blood, characteristic, cocoon, egg, larva, leaves, magnify, microscope, nature, nectar, poisonous, pupa, spider.	Library books: Marcher, Marian, Monarch Butterfly, Holiday Zim, Herbert, Insects, Morrow _____, On Six Legs, Instructo Use available science texts
II. Helpful Insects	
III. Harmful Insects	
IV. The Life Cycle and Needs of Insects	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Define insect. Make a chart showing characteristics: 3 body parts and 6 legs Display pictures of various insects. Collect insects for a science table; label each and examine these insects with a microscope or magnifying glass to locate body parts.	Jenn Publications: Workforms B247 thru B249, C319 Magnify glass, microscope, insects Films: State Department 1012 "Insect Zoo" 5830 "Introducing Insects" 5867 "Secrets of the Ant and Insect World" "Insects" flash cards. School products
II. Discuss how some insects could help man. List with pupils some helpful insect--bees, some garden insects, etc. Write or copy a story reviewing a film.	Film: State Department 671 "How Insects Help Us"
III. Discuss how some insects need to be controlled by man--flies, mosquitoes, ants, etc. Make a chart of harmful insects and how man controls them. Let pupils tell or write about an experience with harmful insects. Keep a grasshopper in a jar in the room; watch how and what he eats and learn how they make their sounds.	Films: State Department 986 "Ants" 1211 "Taking Care of Our Garden" Experience charts
IV. Show that some insects (butterfly, moth, housefly, mosquito) go through 4 stages (egg, larva, pupa, adult). Match insects with what they eat (nectar, leaves, other insects, man's food and blood). Show that ants live in tunnels, bees in honeycombs, wasps in paperlike nests, mud daubers in cells of mud, and spiders in webs of thread and trap door nests. Observe, if possible, a colony of ants; talk about how they run and govern their colony. Study ways insects protect themselves (poison, flying, crawling, webs, bites, etc.). Draw pictures and write or copy stories about various insects.	Films: State Department 1073 "Monarch Butterfly Story" (132 - L.R.) Films: Little Rock Public Schools 42 "Life Cycle of the Mosquito" 571 "Spider Engineers" Pictures of life cycle of a butterfly Pictures of insects habitats Wasp nests Experience charts

B I B L I O G R A P H Y

Bernstein, Bebe, Readiness and Reading for the Retarded Child, New York, The John Day Company, 1965.

Cruickshank and Johnson, Education of Exceptional Children and Youth, New Jersey, Prentice-Hall Inc., 1967.

_____, Bentzen, Ratzebury and Tannhauser, A Teaching Method for Brain-Injured and Hyperactive Children, New York, Syracuse University Press, 1961.

Durrell and Sullivan, Building Word Power, Dallas, World Book Co., 1945.

Edginton, Ruth, Helping Children with Reading Disability, Chicago, Developmental Learning Materials, 1968.

Feingold, Abraham, Teaching Arithmetic to Slow Learners and Retarded, New York, The John Day Company, 1965.

Garrison and Force, The Psychology of Exceptional Children, Fourth Edition, New York, The Ronald Press Co., 1965.

Garton, Malinda, Teaching the Educable Mentally Retarded, Springfield, Charles C. Thomas Publishers, 1965.

Gray, William S., On Their Own in Reading, Chicago, Scott Foresman, 1948.

Hay, Wingo, Reading with Phonics, Chicago, J. B. Lippincott Co., 1948.

Ingram, Christine, Education of the Slow Learning Child, New York, The Ronald Press Company, 1960.

Kirk, Samuel A., Educating Exceptional Children, Boston, Houghton Mifflin Company, 1962.

Rasmussen, Carrie, Speech Methods in the Elementary School, New York, The Ronald Press Company, 1949.

Russell and Karp, Reading Aids Through the Grades, New York, Bureau of Publications, 525 W. 120th, 1965.

Strauss and Lehtinen, Psychopathology and Education of the Brain-Injured Child, New York, Grune & Stralton, 1967.

Thomas, Janet K., How to Teach and Administer Classes for Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.

_____, Teaching Arithmetic to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.

_____, Teaching Language Arts to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.

_____, Teaching Reading to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc. 1968.

CURRICULUM GUIDES

Alabama, State of, Curriculum Experiences and Areas of Study for Special Classes of Mentally Retarded Children, Department of Education, Bulletin No. 7, 1958.

Edmonton, Alberta, Curriculum Guide for the Teaching of Educable Mentally Handicapped Children, Department of Education.

Arkansas, Springdale, Curriculum Guide for Exceptional Children, Springdale Public School.

California, EMR Course of Study, Fifteen Counties Project, Department of Education, Division of Special Education.

Canada, Toronto, A Reading Programme for Opportunity Classes, The Board of Education.

Cincinnati Public Schools, Guide to Practice and Procedures for the Slow Learning Program in Elementary Schools, Department of Administration and Personnel, Division of Special Education, 1965.

Connecticut, Southbury, The Mentally Retarded, Southbury Training School.

Connecticut, State Department of Education, Regulations Concerning Public School Program for Mentally Retarded Children, Bureau of Pupil Personnel and Special Educational Services, Hartford.

Cuyahaga Falls City School District, The Slow Learning Program in the Elementary - Secondary Schools, Cuyahaga Falls, Ohio.

Dallas Independent School District, Special Education Handbook, Dallas, Texas.

Dallas Independent School District, Special Education for Exceptional Children, Curriculum Bulletin Series.

Gallagher and Jarecke, The Curriculum Needs of the Mentally Retarded, West Virginia University, Morgantown, West Virginia, 1955.

Guilford, County Schools, Special Education Curriculum Outline for Educable Mental Retardates, Greensboro, North Carolina, Box 419.

Little Rock Public Schools, Social Studies Curriculum Guide for Elementary Schools, Little Rock, Arkansas.

Memphis City Schools, The Handbook for Teachers with Exceptional Children, Department of Instruction and Department of Pupil Services, Memphis, Tennessee.

North Carolina Public Schools, Guides for Curriculum Development, Educable Mentally Retarded, State Department of Public Instruction, Raleigh, North Carolina, Pub. 401.

North Dakota, Guides to Special Education in North Dakota, Department of Public Instruction, M. F. Peterson, Superintendent, Bismarck, North Dakota.

Saint Louis County, Missouri, Curriculum Guide--Educable Mentally Retarded, Special District for the Education and Training of Handicapped Children, 9820 Manchester Road, Rock Hill, Missouri 63119.

Saint Paul Public Schools, Special Education Instructional Materials Guide, Special Education Program, Publication No. 290-R, St. Paul, Minnesota, 1966.

Science Research Associates, Program Proposal for Culturally Disadvantaged Pre-School Children, Chicago, Illinois.

BOOKLETS

Aaron, I. E., Teaching Word Recognition in Georgia Schools, Atlanta, Georgia, State Department of Education, Division of Instruction, Curriculum Development, 1960.

Carlson, B. W., Play Activities for the Retarded Child, Abingdon Press, 1961.

Department of Public Instruction, Here's An Idea, Division of Pupil Personnel Services, 804 North Euclid, Pierre, South Dakota 57501.

_____, Guide V, Let's Talk on the Telephone, Division of Pupil Services, Lowell Bell, Director, Shirley Barnes, Teacher Consultant, Pierre, South Dakota 57501

_____, Special Education Guide IV, Let's Write a Letter, M. F. Coddington, Superintendent, Division of Pupil Personnel Services, Robert L. Hunkins, Director, Pierre, South Dakota 57501.

Finger Fun, Hayes School Publishing Co., 321 Penwood Avenue, Wilkinsburg, Pennsylvania 15221.

Finger Plays, The Standard Publishing Foundation.

Pathway School Program, Education Services of the N. Y. Times.

Russell & Karp, Reading Aids Through the Grades, Bureau of Publications, 525 West 120th Street, New York 27, N. Y.

Witson, Betty Van, Perceptual Training Activities Handbook, Teachers College Press, Columbia University, New York.

MAGAZINES

Grade Teacher, P. O. Box 8414, Philadelphia, Pennsylvania, 19101.

M. R. (Mental Retardation), American Association on Mental Deficiency, P. O. Box 96, Willimantic, Conn., 06226.

The Instructor, F. A. Owen Publishing Company, Instructor Park, Dansville, New York.

CATALOGS

All-State Supply, Little Rock, Arkansas.

Catalog of Teaching Aids, Little Rock Public Schools, Little Rock, Arkansas, 1962.

Exceptional Children Instructional Material, The Continental Press, Inc.

Film Catalog, State Department of Education, Little Rock, Arkansas, 1965.

For Exceptional Children, Children's Music Center, Inc., 5373 West Pica Boulevard, Los Angeles, California, 90019.

Houghton Mifflin Company, Textbook Catalog - Elementary and Secondary Grades, 6626 Oakbrook Boulevard, Dallas, Texas 75235, 1966-67.

Jenn Catalog, (First Grade), 815-825 East Market Street, Louisville, Kentucky 40206.

Jenn Catalog, (Second Grade), 815-825 East Market Street, Louisville, Kentucky 40206.

Materials by Judy, The Judy Company, Minneapolis, Minnesota 55401.

School Products Company, 824 West 8th Street, Little Rock, Arkansas 72203.

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60014.

Special Education Catalog, Dick Blick, P. O. Box 1267, Gatesbury, Illinois 61401, 1968-69.

CURRICULUM

Corpus Christi Public Schools, The Program For the Elementary Educable Mentally Retarded, Teaching Guide Level I - III, Corpus Christi, Texas.

Dade County Public Schools, Physical Education, 1410 N.E. 2nd Ave., Miami, Florida 33132.

Denver Public Schools, Developmental Education: A Basic Instructional Guide in Reading and Other Language Arts, Arithmetic, Social, and Occupational Living, Levels I, II, III, IV, V, Board of Education, Denver, Colorado, 1961.

Detroit Public Schools, A Curriculum Guide For Teachers of Mentally Retarded Pupils, Division for Improvement of Instruction, Department of Special Education.

Illinois Plan for Special Education of Exceptional Children, A Curriculum Guide for Teachers of the Educable Mentally Handicapped, The Interstate Printers & Publishers, Inc., Danville, Illinois.

Indianapolis Public Schools, Courses of Study for the Mentally Handicapped, Special Education Department.

Kalamazoo Public Schools, The Structure of the Curriculum of the Kalamazoo Public Schools, Division of Instruction, Guidance and Pupil Personnel, Kalamazoo, Michigan, Bulletin No. c1037, January, 1963.

Memphis City Schools, Course of Study, Program for Educable Mentally Handicapped Schools, Board of Education for the Memphis City Schools, Memphis, Tennessee, Special Education Division.

Oklahoma State Department of Education, A Guide for Teachers of Educable Mentally Handicapped Children, Volume I - Primary, and Volume II - Intermediate, Oliver Hodge, Superintendent of Public Instruction, 1960.

Philadelphia Public Schools, Family Life (Elementary) Curriculum Guide for the Retarded Educable, Division of Special Education, 1962.

PAMPHLETS

Arkansas State Board of Health, Maternal and Child Health Division, School Health (Selected Pamphlets).

Awareness of Self.

Bicycle Safety in Action, National Commission of Safety Education.

Helping Teachers Understand Children, Washington, D.C., Council on Education.

Safe at Home and in the Community, John Hancock Mutual Insurance Company, Boston.

Series of Safety Plays, National Safety Council

SUGGESTED LIST OF INSTRUCTIONAL AND RESOURCE MATERIALS WHICH CAN BE USED BY TEACHERS OF EXCEPTIONAL CHILDREN AND YOUTH

Intermediate School District Special Education Division,
Orlando A. Piroli, Director
Mount Clemens, Michigan

Texas Education Agency, Division of Special Education,
Austin, Texas